

# Idaho 21st Century Community Learning Centers

Data Summary Report 2013–2014

September 2014

## About Education Northwest

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Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development.

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# Idaho 21st Century Community Learning Centers

Data Summary Report 2013–2014

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September 2014





# 2013–2014 Idaho 21st Century Community Learning Centers Data Summary Report at a Glance

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- ◇ Since 2003, Idaho State Department of Education has sub-granted a total of eight rounds of funding to various out-of-school programs in the state, referred to as “grantees,” and grantees in turn operate what are called 21st Century Learning Centers (21st CCLC).
- ◇ In 2013–14, 92 centers were administered by 40 grantees, serving about 7,000 K-12 students in collaboration with over 600 government agencies and community organizations. Most of program participants are students of grades K–8 with almost an equal number of male and female students of different ethnic backgrounds. The largest minority group in the program is Hispanic students (23 percent of program participants).
- ◇ Idaho 21CCLC offered an array of activities and services for students, but the most common ones among centers were recreational activities, homework help, and other academic enrichment activities. The majority of centers provided at least some programming related to art and music, telecommunication and technology, health and nutrition, and cultural activities (social studies)
- ◇ About one-third of centers reported that they provided parent involvement activities, ranging from weekly parent classes to annual events. Themes of parent involvement activities included music events, federal health care information, parenting classes (such as “Love and Logic” and “Positive Discipline”), family fun nights, family tech and literacy nights, and parents joining in their children’s afterschool program activities.
- ◇ Idaho Department of Education required that all centers be open at least 100 program days during a school year. In 2013–2014, 83 out of 92 centers in the state met or exceeded this requirement. The program days varied from 59 to 178, as did the average attendance rates of individual centers, ranging from 4 percent to 82 percent. About 64 percent of students attended the program 30 or more days.
- ◇ The majority of teachers reported that, before attending the Idaho 21st CCLC, their students needed improvement in various areas. Between 48 to 77 percent of teachers reported their students experienced some positive changes in these ten areas as a result of participation in the program. Most commonly, they reported positive changes in students’ quality of homework, academic performance, turning in homework on time, and participating in class. However, most teachers characterized improvements as “moderate” or “slight” rather than “significant.”

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## Acknowledgements

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We would also like to thank our colleagues, Dr. Theresa Deussen for her review of the report and thoughtful comments and Margaret Gunn for the final formatting and editing.

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## Introduction

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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.

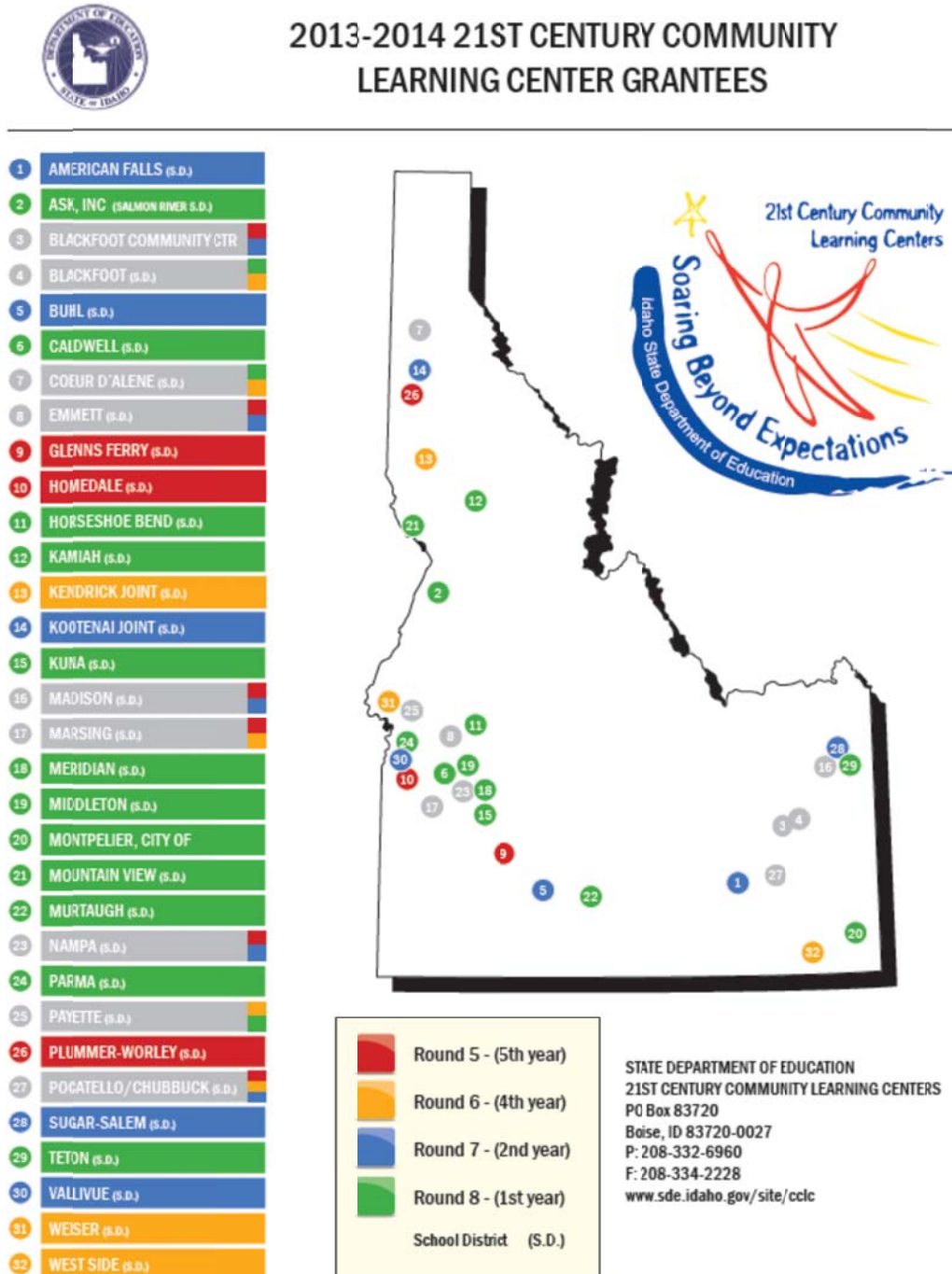
Since 2003, the U.S. Department of Education has provided funding for 21st CCLC grantees in “rounds;” each round of funding lasts for five years. Prior to that time, four sites in Idaho received shorter-term funding directly from the U.S. Department of Education. As summarized in Table 1, so far SDE has sub-granted a total of eight rounds of funding to various out-of-school-time programs in the state.

**TABLE 1**  
**NUMBER OF IDAHO 21CCLC GRANTEES BY THE FUNDING ROUND**

	NUMBER OF GRANTEES
ROUND 1 (2003–2008)	5
ROUND 2 (2004–2009)	4
ROUND 3 (2005–2010)	3
ROUND 4 (2008–2013)	11
ROUND 5 (2009–2014)	9
ROUND 6 (2010–2015)	8
ROUND 7 (2012–2017)	10
ROUND 8 (2013–2018)	12

This map (Figure 1), provided by Idaho SDE, illustrates locations of the current 32 operating grantees funded in 2009 (Round 5), 2010 (Round 6), 2012 (Round 7) and 2013 (Round 8). One Round 4 grantee is not included on the map but covered in our data analysis for this report.

Figure 1  
Current Operating Grantees, 2009–2013



Source: Idaho Department of Education.

Idaho SDE contracted with Education Northwest to analyze and summarize 2013–2014 data from Idaho 21st CCLCs on student attendance, teachers' perceptions of the impact on students participating in the program, and other Idaho 21st CCLCs characteristics. Data for this report originate mainly from the following two sources:

**Data submitted directly to Education Northwest from Idaho 21st CCLC grantees.** Between June and August 2014, a total of 40 grantees, from funding rounds 4 to 8, submitted, via a secure data file drop station, students' 2013–2014 attendance data from individual centers as well as teacher survey data regarding students who attended the program 30 or more days.

**Profile and Performance Information Collection System (PPICS).** PPICS is a federally funded data system designed to collect and track basic information about 21st CCLC programs across the United States. Education Northwest evaluators synthesized data from various PPICS reports on Idaho 21st CCLC participants' race/ethnicity, gender, and grade levels, as well as information on program activities, program partners, center size, and weekly hours of operation.

## DATA SUMMARY

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Data collected from the two described sources relate to the following: grantees and centers, program participants, student activities, parent involvement, attendance, and teachers' perceptions.

### Grantees and Centers

In 2013–2014, 92 centers, funded in rounds 4 to 8, were administered by 40 grantees across Idaho (Table 2). A typical grantee managed two centers, although some served as few as one or as many as seven. About 62 percent of these centers provided their services four days per week, and the rest five days per week. Based on student attendance data, only five centers provided summer programs in 2013–14. Centers were most typically in public schools, but some were also operated in community centers, clubs, and other programs. A complete list of grantees and centers, with detailed attendance information, is included in the appendix. The following table summarizes the number of grantees and centers covered in this report, by funding cycles from 2008 to 2013.

*Table 2*  
*Number of Grantees and Centers, by Round of Funding*

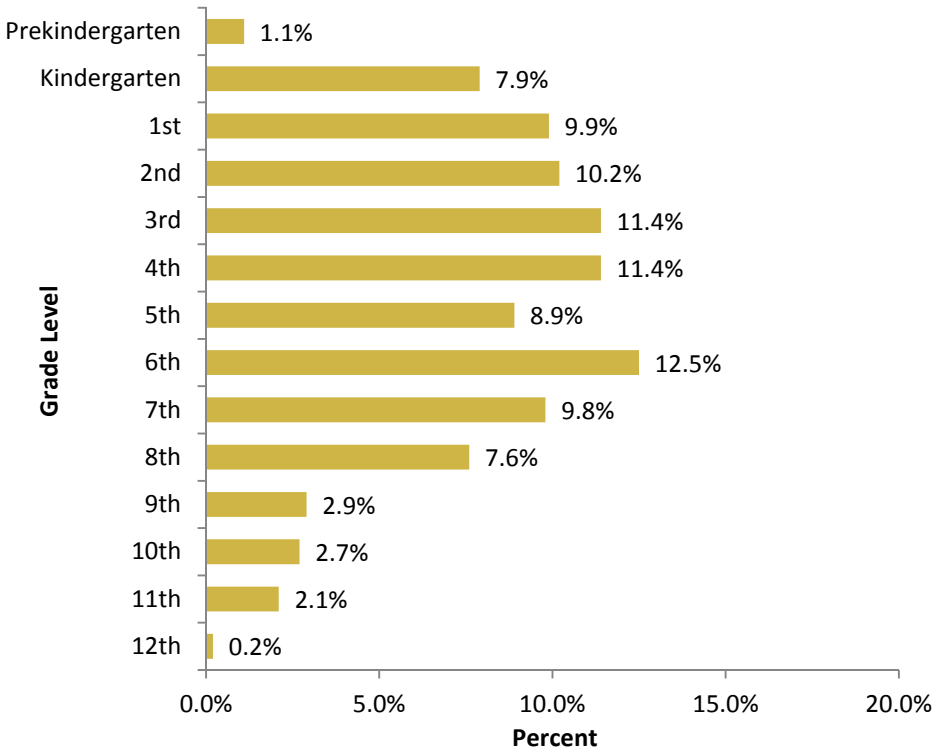
Funding Round	Grantees	Centers
Round 4 (2008-2013)	1	6
Round 5 (2009-2014)	9	16
Round 6 (2010-2015)	8	28
Round 7 (2012-2017)	9	23
Round 8 (2013-2018)	13	19
Total	40	92

A greater concentration of grantees was located in the southwest region, which includes the Boise area. Over 600 partner organizations worked with grantees to administer programs at each center. A typical grantee worked with 16 partner organizations, although some had as many as 48 or as few as a single partner. The most common types of partners were community-based organizations or other nonprofit organizations, for-profit entities, and school districts.

## Idaho 21CCLC Students

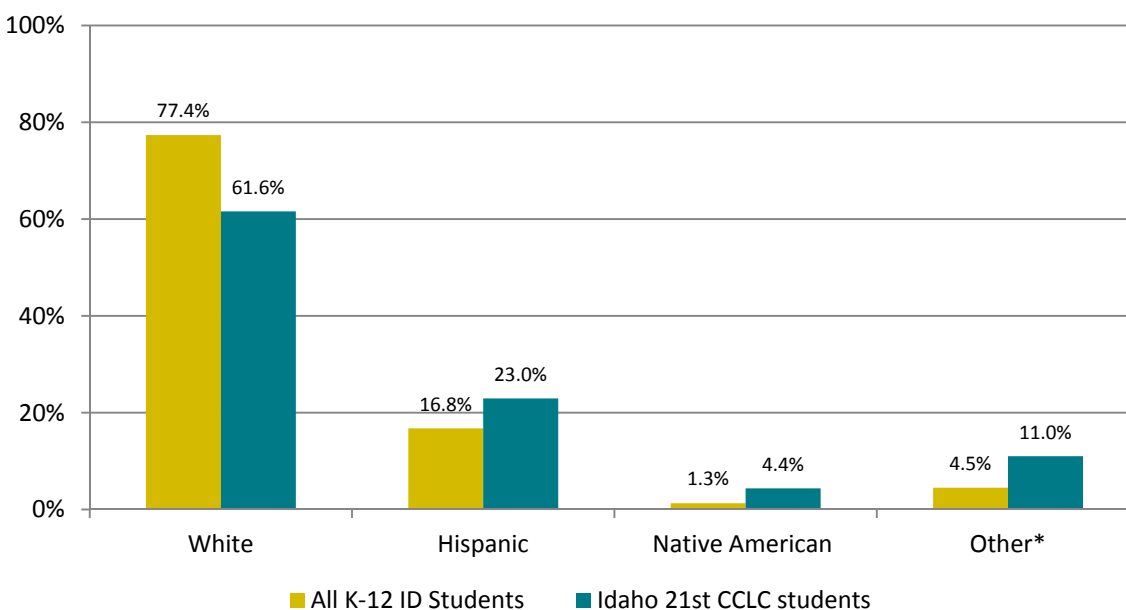
Across Idaho, a total of 6,856 students participated in Idaho 21CCLC programs in 2013–2014. Close to half the students (49%) were male and all grade levels were represented, although most students were in grades K–8. Figure 4 describes the percentage of 21st CCLC students in Idaho, by grade level.

*Figure 2*  
*Percentage of 21st CCLC Students by Grade Level in Idaho*



The composition of 21st CCLC students by ethnicity/race is proportionally similar to the that of the general public school student population in Idaho; but a higher percentage of minority students participate in the program, particularly Hispanic and Native American students (Figure 3).

**FIGURE 3**  
**PERCENTAGE OF ALL K–12 IDAHO STUDENTS AND IDAHO 21ST CCLC STUDENTS, IN 2013–2014, BY ETHNICITY**



\*"Other" includes Asian, African American, Hawaiian/Pacific Islander, and students of two or more races.

### Program Activities for Students

Idaho 21CCLC offered an array of activities and services for students, although offerings varied from center to center. About 94 to 97 percent of centers offered recreational activities, homework help, and other academic enrichment activities. These activities were most common among centers in Idaho.

**Recreational activities.** Most recreational activities that centers provided were physical activities or sports, such as soccer, basketball, volleyball, dodgeball, and running games. Some centers also provided music, drama, or chess as part of recess or as a break from other afterschool academic activities. Students were also taken off their school sites, regularly or occasionally (depending on individual sites), for bowling, swimming, skateboarding, biking, or simply walking.

**Academic enrichment.** Academic enrichment learning activities described by individual centers were usually activities that were not offered during regular school time; but in some cases, these enrichment activities were an extension of what students were studying in school, and focused on research, writing, and presentation skills. For students at the elementary school level, the focus of the enrichment activities tended to be on spelling, reading, and phonics. For middle or high school students, STEM or STEM-related activities were most popular among Idaho 21st CCLCs. These included activities such as science lessons, field trips for science projects, science class experiments, geo-cache, Robotics teams, gardening, and video editing. Some centers

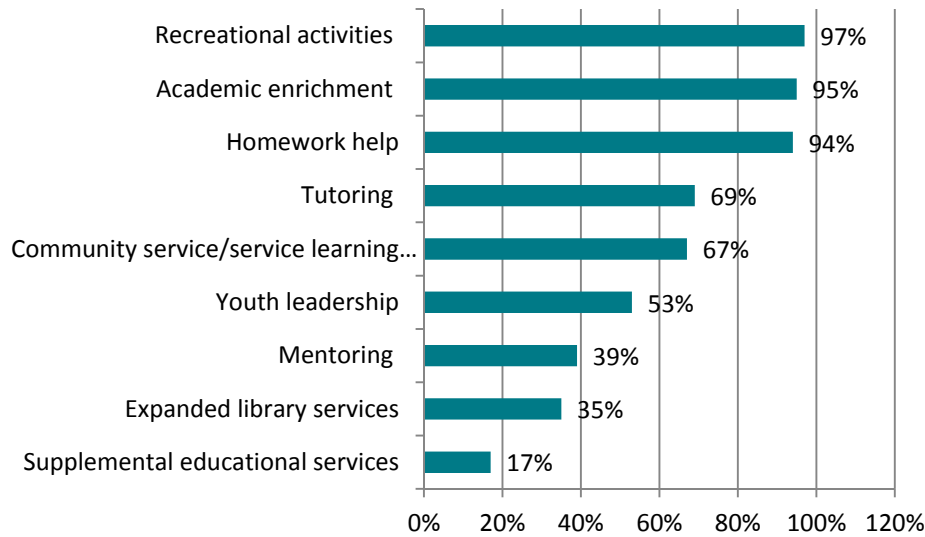
reported a number of education software and technology tools as part of their academic enrichment learning activities. Examples included PLATO, iPad, Logo Robotics, and GPS units.

**Homework help.** Homework help, a most dominant academic enrichment activity, was available in almost all centers on a daily basis. The assistance was provided by classroom teachers, teacher aides, or other adults. Most centers allocated a certain amount of time in each of their afterschool sessions to allow students to do their homework on their own and receive assistance for their homework assignments as needed.

### Other Offerings

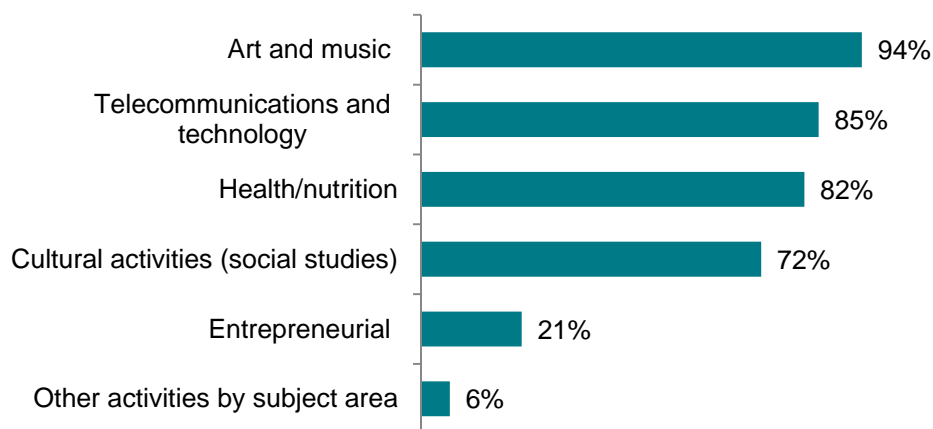
The majority of centers also offered community service programs (67%), youth leadership opportunities (53%), and tutoring (69%). About one-third of centers offered expanded library services and mentoring. A small percentage of centers offered supplemental educational services.

*Figure 4  
Percentage of Centers Offering Various Types of Programs and Services to Youth*



Centers also reported on the content of their additional programming. As shown in Figure 5, the majority of programs offered at least some programming related to art and music, telecommunication and technology, health and nutrition, and cultural activities (social studies). About one in five offered entrepreneurial education programs.

*Figure 5*  
*Percentage of Centers Offering Programs, by Subject Area*



### **Parent Involvement**

About one-third of centers reported that they provided parent involvement activities, ranging from weekly parent classes to annual events. Themes of parent involvement activities included music events, federal health care information, parenting classes (such as “Love and Logic” and “Positive Discipline”), family fun nights, family tech and literacy nights, and parents joining in their children’s afterschool program activities. Based on the comments provided by individual centers in the Profile and Performance Information Collection System, some centers used certain curricula for their parent involvement activities, such as the FAST (Families and Schools Together). Some parent involvement activities were conducted on a one-on-one basis to meet the needs of the individual child. Some centers made special efforts to ensure that school staff members and teachers were available at various family night events to discuss needs of individual students. For Hispanic families, one center reported that they provided free Spanish books for parents to read with their children.

### **Program Days and Attendance**

Idaho Department of Education required that all centers be open at least 100 program days during a school year. In 2013–2014, 83 out of 92 centers in the state met or exceeded this requirement. The program days varied from 59 to 178, as did the average attendance rates of individual centers, ranging from 4 percent to 82 percent. Students who attended the program 30 or more days are defined as “regular students.” The percentage of such students from individual centers ranged from zero to 100 percent (Table 3).



**TABLE 3**  
**AVERAGE IDAHO 21ST CCLC PROGRAM DAYS, STUDENT ATTENDANCE RATES, AND PERCENTAGE OF STUDENTS ATTENDING 30 OR MORE DAYS IN 2013–2014**

	<b>Average</b>	<b>Range</b>	<b>SD*</b>
Number of Program Days	118	59 to 178	25
Attendance Rate	47%	4% to 82%	18%
Percentage of Students Attending 30 Or More Days	64%	0% to 100%	26%

\*Standard deviation from the average

As shown in Table 4, centers funded in Rounds 4 and 5 had a higher percentage of students attending 30 or more program days. The centers in Round 5 stand out among centers of other funding rounds, with the highest average attendance rate, as well as the highest percentage of students attending 30 or more days.

**TABLE 4**  
**NUMBER OF STUDENTS, AVERAGE PROGRAM DAYS, ANNUAL AVERAGE ATTENDANCE, AND PERCENTAGE OF STUDENTS ATTENDING 30 OR MORE DAYS BY ROUND OF FUNDING IN 2013–2014**

FUNDING ROUND	NUMBER OF STUDENTS	AVERAGE PROGRAM DAYS	AVERAGE ATTENDANCE (%)	STUDENTS ATTENDING 30 OR MORE DAYS (%)
4	263	70	47%	65%
5	1,154	123	56%	70%
6	2,318	116	43%	49%
7	1,602	121	48%	58%
8	1,519	125	43%	53%

### **TEACHER PERCEPTIONS OF PROGRAM IMPACT**

A teacher survey was designed for the federal 21 CCLC program by another external organization and approved by the U.S. Department of Education as a way to measure program impact on student achievement. For students with at least 30 days of attendance at Idaho 21CCLC centers, students' core subject area teachers were asked to rate whether students had experienced any changes, in the following ten areas, as a result of participation in the program.

1. Turning in homework on time
2. Completing homework to teacher's satisfaction
3. Participating in class
4. Volunteering (e.g., for extra credit or more responsibilities)
5. Attending class regularly
6. Being attentive in class
7. Behaving well
8. Academic performance
9. Coming to school motivated to learn
10. Getting along well with other students

Teachers were first asked if students, before participating in 21stCCLC, needed any improvement in each of the ten areas. If the response was “yes,” teachers were then asked to indicate whether students demonstrated improvement in each area, using the following ratings: “significant improvement,” “moderate improvement,” “slight improvement,” “no change,” “slight decline,” “moderate decline,” and “significant decline.”

A total of 2,578 Idaho 21st CCLC students were rated by their teachers via this survey. As shown in the following chart, grade level of students rated by their teachers ranged from K to 12, with distribution of grade levels similar to that of all participants of Idaho 21st CCLC program in 2013–2014.

*Figure 6*  
*Grade-Level Distribution of All Students in Idaho 21st CCLC Program and Students Included in the Survey*

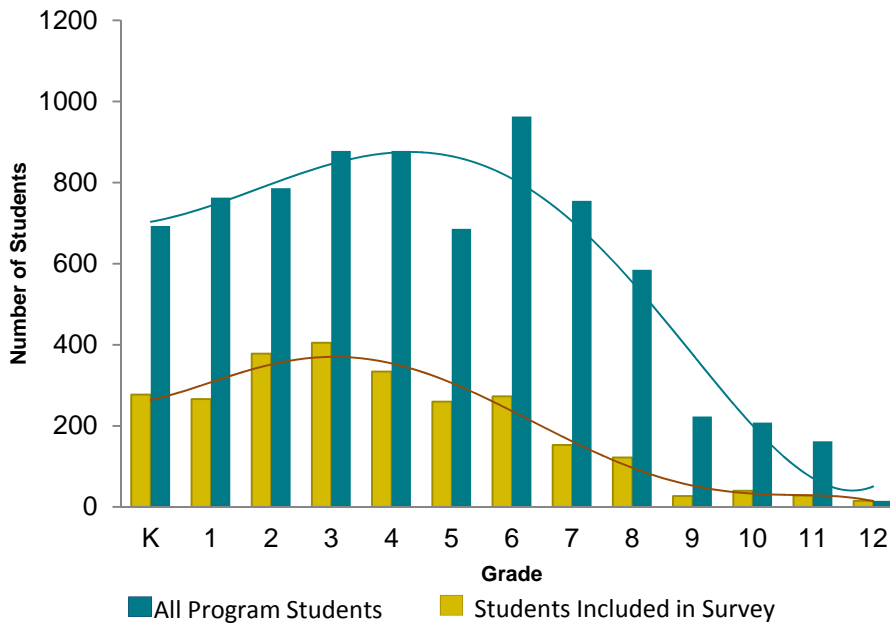


Table 5 summarizes the percentage of teacher survey respondents who indicated that their students needed improvement in each of the ten areas. Except for the area of “coming to school motivated to learn,” the majority of teacher respondents (57 to 78 percent) rated their students as “needing improvement” before participation in the program.

*Table 5  
Percentage of Teacher Survey Respondents Who Indicated That Their Students Needing Improvement in Each of the Ten Areas Before Entering the Program*

	Need to Improve
Behaving well in class	78%
Completing homework to teacher’s satisfaction	71%
Academic performance	69%
Turning in homework on time	69%
Being attentive in class	68%
Participating in class	66%
Getting along well with other students	65%
Volunteering (e.g. for extra credit or more responsibilities)	59%
Attending class regularly	57%
Coming to school motivated to learn	43%

Between 48 to 77 percent of teachers reported their students experienced some positive changes in the ten areas as a result of the participation in the program (Table 6). Most commonly, they reported positive changes by their students in the quality of homework, academic performance, turning in homework on time, and participating in class; three of these categories were also rated at the top of the list for “needing improvement” before the program. However, most teachers characterized improvements as “moderate” or “slight” rather than “significant.”

*TABLE 6  
PERCENTAGE OF TEACHER RESPONDENTS WHO INDICATED POSITIVE CHANGES BY STUDENTS*

	SIGNIFICANT IMPROVEMENT	MODERATE IMPROVEMENT	SLIGHT IMPROVEMENT	TOTAL
COMPLETING HOMEWORK TO TEACHER’S SATISFACTION	26.3%	27.0%	23.8%	77.1%
ACADEMIC PERFORMANCE	17.4%	29.0%	30.7%	77.1%
TURNING IN HOME WORK ON TIME	27.4%	21.9%	26.1%	75.4%
PARTICIPATING IN CLASS	17.5%	28.5%	26.5%	72.5%
BEING ATTENTIVE IN CLASS	13.4%	23.7%	27.8%	64.9%
COMING TO SCHOOL MOTIVATED TO LEARN	16.2%	23.4%	25.3%	64.9%
GETTING ALONG WELL WITH OTHER STUDENTS	17.9%	21.5%	23.9%	63.0%
BEHAVING WELL IN CLASS	14.8%	21.7%	26.3%	62.8%
ATTENDING CLASS REGULARLY	21.9%	14.2%	15.5%	51.6%
VOLUNTEERING TO DO MORE WORK	12.8%	15.3%	20.2%	48.3%

About 17 to 48 percent of teachers did not report any changes in their students, particularly in the areas of: volunteering to do more work (48%), attending class regularly (41%), and getting along well with others (30%). About 3 to 9 percent of teachers indicated that their students had some negative changes, particularly in behaving well in class (9%) (Table 7).

*TABLE 7  
PERCENTAGE OF TEACHERS RESPONDENTS WHO REPORTED NO CHANGE OR NEGATIVE CHANGES BY STUDENTS*

	NO CHANGE	SIGNIFICANT DECLINE	MODERATE DECLINE	SLIGHT DECLINE	TOTAL
BEHAVING WELL IN CLASS	28.3%	1.1%	1.5%	6.4%	9.0%
BEING ATTENTIVE IN CLASS	27.3%	0.4%	1.3%	6.1%	7.8%
ATTENDING CLASS REGULARLY	41.0%	0.8%	0.9%	5.6%	7.3%
TURNING IN HOME WORK ON TIME	18.4%	0.6%	1.4%	4.3%	6.3%
ACADEMIC PERFORMANCE	17.0%	0.7%	1.2%	4.2%	6.1%
COMING TO SCHOOL MOTIVATED TO LEARN	29.0%	1.0%	0.8%	4.3%	6.1%
GETTING ALONG WELL WITH OTHER STUDENTS	30.0%	0.8%	0.9%	4.9%	6.0%
COMPLETING HOMEWORK TO TEACHER'S SATISFACTION	17.7%	0.7%	1.1%	3.3%	5.1%
PARTICIPATING IN CLASS	24.2%	0.3%	0.5%	2.5%	3.3%
VOLUNTEERING TO DO MORE WORK	48.3%	0.2%	0.1%	2.6%	2.9%

## Conclusion

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In 2013-2014, Idaho 21st CCLCs, in collaboration with over 600 partner organizations, provided various out-of-school-time services for close to 7,000 K-12 students, most of whom were elementary and middle school students. Most common activities among centers were recreational activities, homework help, and other academic enrichment activities. Toward the end of the school year, about 63 to 77 percent of teachers reported that students attending 30 or more days in the program experienced positive changes in the quality of homework (77%), academic performance (77%), turning in homework on time (75%), participating in class (72%), being attentive in class (65%), coming to school motivated to learn (65%), and getting along with other students (63%).

About one-third of the centers reported they offered family engagement activities in 2013–2014. Across the state, we found large variations among centers in number of program days, attendance rates, and the number of students attending the program 30 or more days.

Based on our data analysis and summary experience over the past two years with Idaho 21st CCLCs, we suggest the following to the SDE staff for continuous quality improvement:

- Make full use of the external evaluators as part of program planning and management, particularly in linking program expectations, activities, benchmarks/indicators, outcomes, and measurements.
- Provide more training with evidence-based practices in family engagement, common core standards, and effective strategies for linking 21st CCLCs with regular school activities and programs.
- Establish a statewide database to collect data on characteristics of program participants, services provided, and the quality of the services, using online surveys of students, teachers, parents, and staff members. The database design should allow SDE, grantees, and centers to monitor the quality of the program at any time throughout the year. In addition, the data collected via the database should allow external evaluators to conduct more in-depth analyses to address questions relating to Idaho 21st CCLC goals and objectives at the state level, and the relationship of different data elements included in the database (for example, how students attendance in the program is related to specific outcomes expected of participants.)
- Broaden the purpose of the current site visit monitoring conducted by SDE staff to include the participation of external evaluators. This will allow a more in-depth look at different aspects of individual grantees or centers and identify practices that work and that are valuable to be shared with other centers, as well as challenging issues that merit more discussion, support, and training at the state level.



## Appendix: 2013-14 Idaho 21st CCLC Grantees and Centers: Statistics

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### Number of Students, Program Days, Median Number of Days Students Attended, Average Attendance Rate, Median Attendance Rate, and Summer Programs Offered or Not

Funding Round 4 (2008 to 2013)						
	N	Program Days	Median Number of Days Attended	Average Attendance Rate	Percentage of Students Attending 30 or More Days	Summer Program
Grantee: Mountain View School District						
Center: Afterschool Center for Discovery-Cottonwood-Prairie Elementary	77	99	20	34%	40%	No
Center: Afterschool REACH Club, Inc., Elk City	13	61	61	51%	85%	No
Center: Kids Club, Inc. Grangeville	67	73	36	44%	64%	No
Center: Pre-K Center for Discovery Cottonwood	49	63	47	63%	90%	No
Center: Pre-K REACH Club, Inc.	6	65	64	43%	67%	No
Center: The Discovery Center-Kooskia	51	59	59	44%	73%	No

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**Funding Round 5 (2009 to 2014)**

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	N	Program Days	Median Number of Days Attended	Average Attendance Rate	Percentage of Students Attending 30 or More Days	Summer Program
Grantee: Blackfoot Community Center Center: Blackfoot Community Center	167	132	103	64%	89%	No
Grantee: Emmett School District Center: Butte View Complex	99	147	115	68%	86%	No
Grantee: Glens Ferry School District Center: Glens Ferry	107	105	50	52%	75%	No
Grantee: Homedale School District Center: Homedale Elementary	39	101	73	64%	82%	No
Grantee: Madison School District Center: Adams Elementary	131	155	76	53%	82%	No
Center: Madison Middle School	139	152	13	19%	25%	No
Center: South Fork Elementary	157	155	41	35%	48%	No
Grantee: Marsing School District Center: Kindergarten Kids	67	144	133	82%	91%	No
Center: Marsing Middle School	30	107	76	68%	100%	No
Grantee: Nampa School District Center: East Valley Middle School	82	101	26	37%	48%	No
Center: West Middle School	64	101	42	42%%	59%	No
Grantee: Plummer/Worley School District Center: The Success Center-Lakeside Elementary School	58	101	56	53%	66%	Yes



Grantee: Pocatello/Chubbuck School District						
Center: Greenacres Elementary	26	120	95	73%	100%	No
Center: Jefferson Elementary	42	120	74	62%	93%	No
Center: Rulon M. Ellis Elementary	37	119	85	64%	97%	No
Center: Washington Elementary	16	119	90	67%	88%	No

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**Funding Round 6 (2010 to 2015)**

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	N	Program Days	Median Number of Days Attended	Average Attendance Rate	Percentage of Students Attending 30 or More Days	Summer Program
Grantee: Blackfoot School District (The Learning Connection)						
Center: TLC Fort Hall/Blackfoot High School	38	103	47	49%	66%	No
Center: TLC Independence Alternative High School	43	108	28	30%	37%	No
Center: TLC Wapello	45	105	77	60%	73%	No
Grantee: Coeur d'Alene School District						
Center: Borah Elementary	130	107	6	21%	26%	No
Center: Canfield	232	108	7	11%	11%	No
Center: CDA Hayden Kinder Center	30	113	57	63%	90%	No
Center: Fernan Elementary	51	105	53	56%	76%	No
Center: Lakes Middle School	82	108	23	28%	39%	No
Center: Venture	76	119	3	4%	0%	No
Center: Woodland Middle School	188	102	19	24%	31%	No
Grantee: Kendrick Joint School District						
Center: Juliaetta Elementary School	77	170	104	58%	79%	No
Grantee: Marsing School District						
Center: Marsing Elementary School	120	116	94	70%	86%	No
Center: Marsing High School	18	139	46	40%	56%	No

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Grantee: Payette School District						
Center: McCain Middle School	112	103	24	28%	41%	No
Center: Payette High School	96	122	10	10%	4%	No
Center: Payette Primary School	80	103	76	65%	89%	No
Center: Payette Primary School Kindergarten	140	173	148	76%	94%	No
Center: Westside Elementary School	96	99	68	62%	92%	No

**Funding Round 6 (continued) (2010 to 2015)**

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	N	Program Days	Median Number of Days Attended	Average Attendance Rate	Percentage of Students Attending 30 or More Days	Summer Program
Grantee: Pocatello/Chubbuck School District						
Center: New Horizon Center	12	115	47	45%	92%	No
Center: Syringa Elementary School	36	120	76	62%	100%	No
Center: Tyhee Elementary School	20	120	86	63%	95%	No
Center: Wilcox Elementary School	31	120	85	63%	94%	No
Grantee: Weiser School District						
Center: Park Intermediate School	48	102	65	56%	77%	No
Center: Pioneer Primary School	51	102	69	59%	84%	No
Center: Weiser Middle School	62	102	29	34%	48%	No
Grantee: West Side School District						
Center: Harold B Lee Elementary	101	130	41	37%	51%	No
Center: Harold B Lee Middle School	123	130	12	17%	20%	No
Center: West Side High School	180	130	20	18%	22%	No

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**Funding Round 7 (2012 to 2017)**

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	N	Program Days	Median Number of Days Attended	Average Attendance Rate	Percentage of Students Attending 30 or More Days	Summer Program
Grantee: American Falls School District						
Center: American Falls Intermediate School	97	90	63	62%	76%	Yes
Center: William Thomas Middle School	44	97	41	51%	66%	No
Grantee: Blackfoot Community Center						
Center: BSGS	6	122	44	35%	83%	No
Center: MVMS	25	122	49	51%	76%	No
Center: Idaho Science and Technology Charter School	20	122	37	31%	50%	No
Grantee: Buhl School District						
Center: Buhl Middle School	42	178	19	14%	12%	Yes
Center: Popplewell Elementary	263	178	38	30%	39%	Yes
Grantee: Emmett School District						
Center: Kenneth J. Carberry Elementary	48	155	76	65%	100%	No
Center: Shadow Butte Elementary	42	155	72	53%	79%	No
Grantee: Kootenai Joint School District						
Center: Harrison Elementary School	134	113	37	36%	54%	No
Grantee: Madison School District						
Center: Kennedy Elementary School	157	151	26	26%	34%	No
Center: Madison Junior High School	124	152	16	21%	26%	No
Grantee: Pocatello/Chubbuck School District						
Center: Indian Hills Elementary School	35	120	66	59%	91%	No
Center: Lewis and Clark Elementary School	38	120	72	60%	87%	No

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Center: Tendoy Elementary School	27	119	86	64%	89%	No
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**Funding Round 7 (2012 to 2017)**

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	N	Program Days	Median Number of Days Attended	Average Attendance Rate	Percentage of Students Attending 30 or More Days	Summer Program
Grantee: Sugar-Salem School District						
Center: Kershaw Intermediate School	115	105	50	45%	70%	No
Center: Sugar-Salem Junior High School	53	105	39	42%	60%	No
Grantee: Vallivue School District						
Center: Birch Elementary School	57	100	79	72%	89%	No
Center: Lakevue Elementary School	47	100	80	70%	87%	No
Center: West Canyon Elementary School	74	100	42	44%	58%	No
Center: Central Canyon Elementary School	56	100	27	38%	39%	No
Center: East Canyon Elementary School	48	100	64	59%	75%	No
Center: Desert Springs Elementary School	50	100	84	69%	86%	No

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**Funding Round 8 (2013 to 2018)**

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	N	Program Days	Median Number of Days Attended	Average Attendance Rate	Percentage of Students Attending 30 or More Days	Summer Program
Grantee: Blackfoot School District (The Learning Connection) Center: Project Based Learning Connection	43	106	35	40%	53%	No
Grantee: Coeur d'Alene School District Center: Fernan Kinder	18	121	101	67%	72%	No
Grantee: Caldwell School District Center: Sacajawea Elementary School	71	100	97	76%	83%	No
Center: Van Buren Elementary School	71	100	95	70%	75%	No
Grantee: Horseshoe Bend School District Center: Horseshoe Bend Elementary	39	147	62	41%	72%	No
Center: Horseshoe Bend Middle School	42	147	50	38%	64%	No
Grantee: Joint School District #2 Meridian Center: Gateway School of Language and Culture	100	140	67	46%	59%	No
Grantee: Kamiah School District Center: Kamiah Afterschool Program	75	155	34	36%	44%	No
Center: Youth Engaged in Service	92	160	4	9%	8%	No
Grantee: Kuna School District Center: Kuna Middle School	146	128	13	21%	32%	No
Grantee: Middleton School District Center: Valhalla	208	141	16	19%	25%	No

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**Funding Round 8 (continued) (2013 to 2018)**

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	N	Program Days	Median Number of Days Attended	Average Attendance Rate	Percentage of Students Attending 30 or More Days	Summer Program
Grantee: Montpelier, City of						
Center: A J Winters Elementary MKC	38	113	72	52%	68%	No
Center: Bear Lake Middle School	29	114	12	32%	41%	No
Grantee: Murtaugh School District						
Center: Murtaugh School District	139	100	53	51%	71%	No
Grantee: Parma School District						
Center: Parma School District	140	101	75	64%	83%	No
Grantee: Teton School District						
Center: K-3 Elementary	64	114	60	48%	75%	No
Center: 4-8 Center	70	112	52	44%	69%	No
Grantee: Salmon River School District						
Center: Riggins Elementary School	81	147	58	43%	57%	No
Center: Salmon River High School	53	147	24	21%	28%	No

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