

South Dakota Department of Education
21st Century Community Learning Centers



2018 EVALUATION REPORT

**South Dakota Department of Education
21st Century Community Learning Centers Evaluation Report**

Prepared by the Black Hills Knowledge Network



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Executive Summary

According to the South Dakota Department of Education (SD DOE), 21st Century Community Learning Centers (21st CCLCs) programs provide a range of services that support student learning and development in South Dakota. This evaluation was commissioned to synthesize findings on the extent to which 21st CCLC programs result in positive changes for participating youth and families. This evaluation served the following purposes: (1) to synthesize the overall progress made and challenges faced by 21st CCLCs for the SD Department of Education, (2) to give grantees a greater understanding of their individual center's progress, and (3) to fulfill reporting requirements as outlined by the United States federal government.

In consultation with SD DOE, the Black Hills Knowledge Network (BHKN) used the Wisconsin After-School Continuous Improvement Process assessment tool (WASCIP) as the qualitative stakeholder self-assessment tool. WASCIP is an evidence-based assessment developed by the National Community Education Association. Respondents were asked to rate their program within four key program operation spheres of (1) youth development, (2) partnerships, (3) academic programming, and (4) administration. These four primary operation spheres were further divided into twenty focus areas. Staff rated their proficiency in each of the focus areas according to a formal rating system.

Using the numeric scores assigned to the various ratings, we aggregated site responses and constructed a success index to identify key areas of success and challenge. The success index was created by computing an average score across all sites and focus areas using the numeric scores provided above.

The success index shows that 21st CCLCs performed very well in four key focus areas: Program Climate, Management, Resources, and Staff Capacity. Each of these areas had success scores that were far higher than the average score of 100. Site staff can use this information to identify practices in these areas that could help them increase their success across other focus areas.

The success index also indicates focus areas that proved challenging for 21st CCLCs. These focus areas were Academic Enrichment in Social Studies and Science, and Youth Leadership. Each of these areas had success scores that were much lower than the average score. Forming partnerships with outside groups also appeared to be a challenge as Community Partnerships and School Partnerships both scored similarly low on the success index.

Site-specific case-study vignettes were identified by BHKN and SD DOE staff according to the results of the assessments. They were as follows.

- **The Red Cloud Indian School After-School Program.** Red Cloud stood out for its commitment to engaging with the families of its 542 participating K-12 students. Many 21st CCLC grantees voiced struggles with engaging student families on a consistent basis in the comment section. This is an area in which Red Cloud Indian School excelled.
- **Summit School District Out-of-School-Time Program.** Summit emerged as a leader in developing meaningful community partnerships. Summit out-of-school-time program students are now viewed as the go-to volunteer organization in the community after only two years of existence.

- **Belle Fourche Middle School JAM.** Though many programs struggled with retaining collaborative and transparent relationships with their local school district, Belle Fourche Middle School JAM holds a special relationship with the school district. The program was primarily initiated by the school district and holds most programming on school property.
- **Rapid City YMCA Youth Institute.** Youth Leadership emerged as the lowest scoring focus area for 21st CCLC grantees. One program, however, noticeably bucked the trend. The Youth Institute has a unique approach to staffing. Though the program has two full time adult employees, the remaining staff positions needed for the summer camp are filled by graduates of their program that are still in high school.

21st CCLC grantees served an estimated 13,611 students over the 2017-18 school year and through the 2017 summer session. The majority of students participated in 21st CCLC programs for fewer than thirty days (63%), but a large fraction (37%) attended for more than thirty days over the period studied here.

The quantitative survey also showed a good deal of diversity in student backgrounds and learning levels. Across all 21st CCLCs an estimated 1,885 students (14%) were English-language learners and a further estimated 978 (7%) were students with special needs.

21st CCLC programs were additionally required to submit a quantitative assessment at the end of the school year. The quantitative assessment reported valuable participation data including (1) Program Operation, (2) Student Demographics and Attendance, and (3) Programming Activities. The graphic below shows that 21st CCLC grantees served an estimated 13,611 students over the 2017-18 school year and through the 2017 summer session with diverse learning needs.

21st CCLC grantees served students from a variety of groups including grade level, race, and gender. Sites collectively served 8,312 elementary students, 3,019 middle school students, and 2,392 high school students. Sites served American Indian, Asian, African American, Hispanic, White and other races/ethnicities.

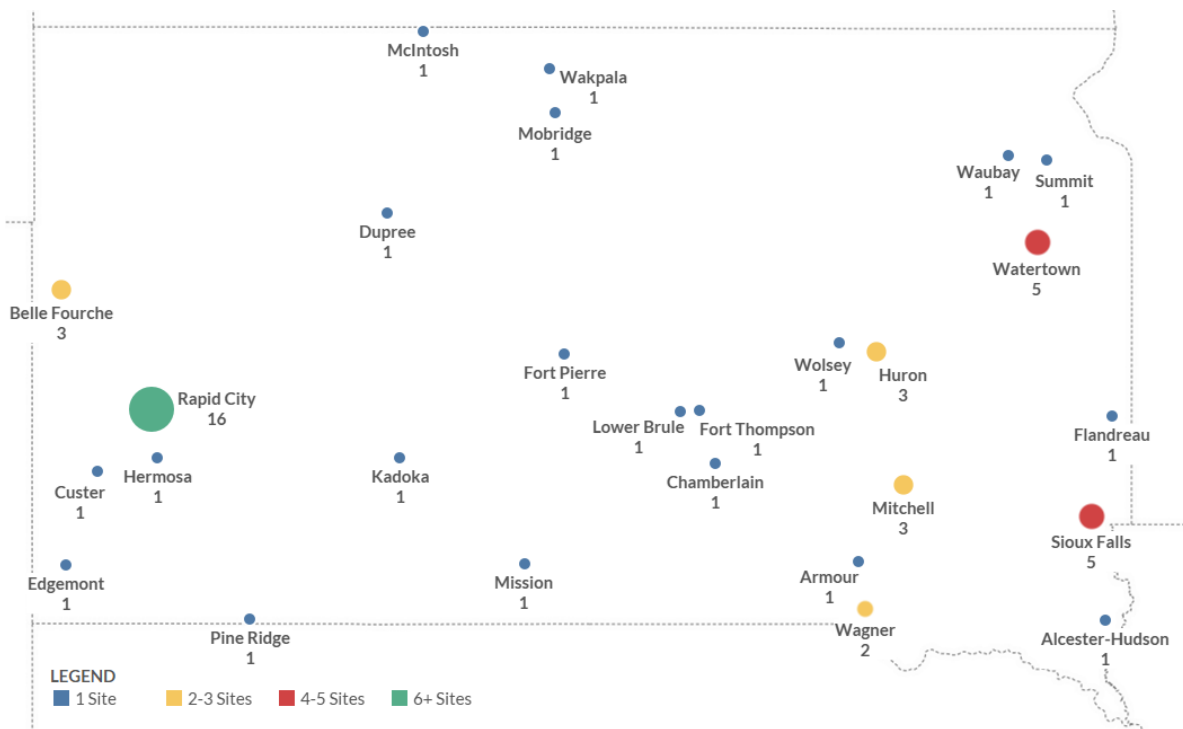
21st CCLC sites were asked to share ways in which they believed the SD DOE could assist their program. Technical assistance requests emerged from the data in the following categories: communication, evaluation and data collection, standardized and recommended materials, funding, state and national awareness, and training.

Introduction

About 21st Century Community Learning Centers

According to the South Dakota Department of Education (SD DOE), 21st CCLC programs provide a range of services that support student learning and development in South Dakota. Examples of such services include, “tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities.”¹

21st CCLC sites are located across all of South Dakota, from the large metro areas of Sioux Falls and Rapid City, to small towns such as Summit and Mission. Each site operates independently but all work to serve the unique needs of their communities. 21st CCLC programs must serve students that attend schools eligible for school-wide Title I programs or schools where 40% or more enrolled students are eligible for free-and-reduced-lunch as determined by federal guidelines. Program locations must be located in public school facilities or in facilities that are as available and accessible to students as public school facilities.



The preceding map shows an overview of site locations across the state and indicates the communities that are home to more than one 21st CCLC grantee. Appendix B provides a comprehensive listing of 21st CCLC grantees and their locations.

¹ 21st Century Community Learning Centers. Accessed August 29, 2018. <http://doe.sd.gov/oatq/21cent.aspx>.

The 21st CCLC grant consists of five annual grant award periods that run from July 1st to June 30th of each fiscal year. 21st CCLC grant applicants must apply for a minimum of \$50,000. Funding and grant decisions are made by a committee who evaluate applicants in the following six categories: Need for Project, Quality of Project Design, Adequacy of Resources, Quality of Management Plans, Cooperation, and Goals/Evaluation. Funding for years two through five of the project is dependent upon continued federal appropriations to support this program.

Need for Evaluation

This evaluation was commissioned to provide insights into if and how 21st CCLC program activities result in positive changes for participating youth and families. This evaluation served the following purposes: (1) to synthesize the overall progress made and challenges faced by 21st CCLCs for the SD DOE, (2) to give grantees a greater understanding of their progress, and (3) to fulfill reporting requirements as outlined by the United States federal government.

Methodology

With any program evaluation an important first step is to determine what questions need answering. Appropriate methods and measurement tools can then be chosen to meet the demands of the analysis. SD DOE identified its primary evaluation question to be: *to what extent do 21st CCLC grantee programs intentionally create or adjust systems that support positive youth development and outcomes?*

In light of SD DOE's chosen evaluation question, BHKM decided that a formative performance evaluation using mixed-methods was the proper approach. The evaluation therefore included:

1. Qualitative stakeholder self-assessment and action plans.
2. School-year end quantitative assessments.
3. Site-specific case study vignettes.

In consultation with SD DOE, BHKM used the Wisconsin After-School Continuous Improvement Process assessment tool (WASCIP) as the qualitative stakeholder self-assessment tool.² WASCIP is an evidence-based assessment developed by the National Community Education Association. The tool assesses twenty focus areas within four key program operation spheres.

1. **Administration** – Focus areas include Program Goals, Management, Staff Capacity and Development, Funding, Policy and Advocacy, Research and Data Collection, and Resources.
2. **Academic Programming** – Focus areas include Homework Assistance, Academic Enrichment in Mathematics, Academic Enrichment in Literacy, Academic Enrichment in Social Studies and Science, Arts Enrichment, Recreation Programming, and Health and Safety Programming.

² The WASCIP (formally known as CIPAS) was originally developed by the National Community Education Association (NCEA). The WASCIP is intended to assist programs in identifying areas for improvement and develop a plan to address them. The assessment tool also offers program staff an opportunity to recognize areas of the program that are exceptional.

3. **Youth Development** – Focus areas include Youth Engagement, Youth Leadership, and Program Climate.
4. **Partnerships** – Focus areas include Community, Schools, and Families.

WASCIP was used in the previous 2015 evaluation of the SD 21st CCLC program. By employing this tool, data collected during this evaluation process are comparable to previous evaluation reports.

To complete the WASCIP assessment, each South Dakota 21st CCLC was asked to form a team of stakeholders from program staff and administrators. This stakeholder team rated, from basic to exemplary, its center's progress in the 21 assessment areas. Additionally, stakeholder teams were asked to create action plans that addressed key strengths and challenges illuminated by the WASCIP assessment.

21st CCLC programs were additionally required to submit a quantitative assessment at the end of the school year. The quantitative assessment reported valuable participation data which are summarized below.

1. **Program Operation** – Focus areas include Dates and hours of operation and staffing.
2. **Students** – Focus areas include Attendance, Student Demographics, and Special Learning Needs.
3. **Activities** – Focus areas include the typical hours and frequencies of Academic Enrichment, Tutoring, Homework Help, Mentoring, Recreation, Job Exploration, Community Service, Youth Leadership, Cultural Diversity, and Arts Programming as well as Parental Participation.

Both the WASCIP and quantitative assessments were submitted directly to BHKN by the 21st CCLC programs for tabulation and analysis.

Site-specific case-study vignettes were identified by BHKN and SD DOE staff according to the results of the qualitative and quantitative assessments. These four programs provided examples of remarkable program activities and student outcomes. BHKN visited each of these sites to collect information for these vignettes.

Additionally, a site profile was created for each grantee with a summary of their qualitative and quantitative data. These site-specific reports are not included in the overall report.

Summary of Quantitative Assessments Results

This section provides an overview of important trends on findings from the quantitative assessments. The summary begins by discussing general findings regarding 21st CCLC site administration, such as operating times and staffing. This section then discusses statistics regarding student enrollment and demographics, providing broad context for understanding the student population served by 21st CCLCs across the state. Finally, this section provides an overview of programming choices made by 21st CCLC administrators during the 2017-2018 program year.

Site Administration

Analysis of data provided by 21st CCLC staff and stakeholders revealed trends regarding 21st CCLC site hours spent serving children. Hours of operations varied between the school year and the summer season. During the school year 41 of the total 51 sites operated Monday through Friday, 7 of which operated during an intersession. Of the remaining sites, 8 operated 4 days a week. One site operated for only 3 days and another operated for 6. Sites averaged 3 hours of programming per day, with programming time ranging from 1 hour per day to more than 6.

Site operations varied more during the summer months. A total of 47 sites operated during the summer while 4 sites did not offer summer programming. Of those operating, 40 offered programming 5 days per week. An additional 6 sites were open 4 days per week and 1 site was open 6 days per week. Sites averaged 7 hours of programming per day, with programming time ranging from 2.5 hour per summer day to almost 12. Overall, 21st CCLC sites were highly responsive to the needs of both students and parents, and foster an environment outside of both school and the home that was both safe and conducive to learning.

| Site Staffing Patterns | | |
|---|-------------|------------|
| | School Year | Summer |
| Full-time staff paid from 21 st CCLC funds | 106 | 123 |
| Part-time staff paid from 21 st CCLC funds | 446 | 300 |
| Total | 552 | 423 |
| Full-time staff paid from other sources | 106 | 141 |
| Part-time staff paid from other sources | 380 | 405 |
| Total | 486 | 546 |

The staffing data provided by 21st CCLC sites also provided insights into overall patterns of operation across 21st CCLC sites. First, all 21st CCLC sites require a great deal of scheduling flexibility and therefore rely heavily on part-time staff to meet site needs. Additionally, 21st CCLCs were slightly more reliant upon part-time staff during the school year, as opposed to the summer. Finally, the table on the preceding page shows that, overall, sites were more likely to use 21st CCLC funds to support their staffing needs during the school year than during the summer, and therefore were more reliant upon external funding sources for staffing during the summer.

Student Demographics

Promoting diversity and inclusion is a core value of the 21st CCLC program. The SD Department of Education encourages 21st CCLC grantees to offer programming that focuses not only on academic enrichment but also serves the needs of increasingly diverse student and family populations. This includes representation of diverse customs, languages, and holidays, increasing staff training on inclusion, and incorporating inclusion/diversity activities into programming.

| Student Demographics | |
|---------------------------|-------|
| American Indian | 5,123 |
| Asian | 209 |
| Black or African American | 897 |
| Hispanic or Latino | 649 |
| White | 4,901 |
| Other | 1,077 |



6,770 girls



6,839 boys



8,312 students in elementary school (PK-5th)



3,019 students in middle school (6th-8th)



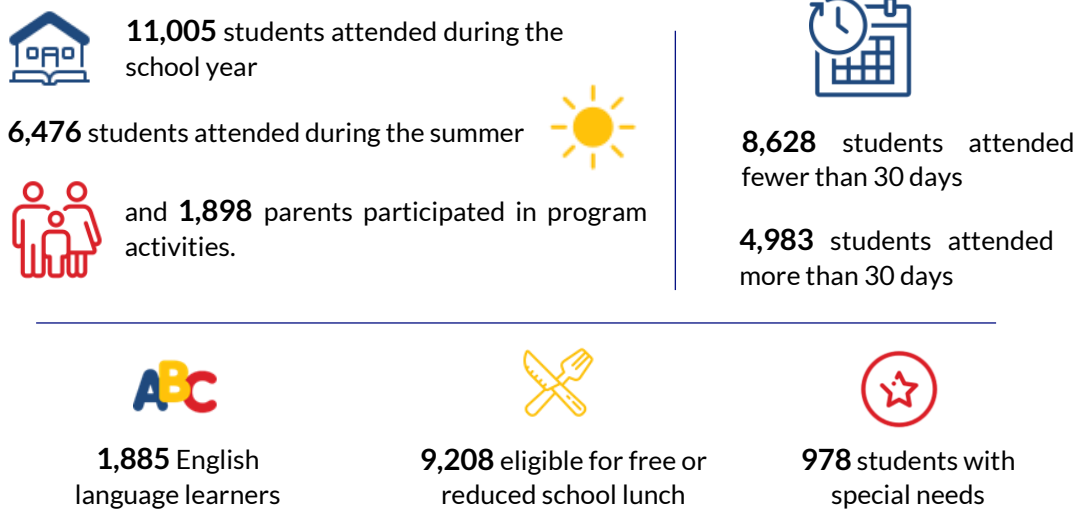
2,392 students in high school (9th-12th)

21st CCLC grantees served students representing diverse grade levels, races, ethnicities, and genders. Sites collectively served 8,312 elementary students, 3,019 middle school students, and 2,392 high school students. Sites served students from many different racial and ethnic backgrounds. Sites also served an almost equal number of male (6,839) and female (6,770) students.

Student Participation

Promoting diversity and inclusion is a core value of the 21st CCLC program. SD DOE encourages 21st CCLC grantees to offer programming that focuses not only on academic enrichment but also serves the needs of increasingly diverse student and family populations. This includes grantees efforts to promote diversity and inclusion.

The graphic below shows that 21st CCLC grantees served an estimated 13,611 students over the 2017-18 school year and through the 2017 summer session.³ The majority of students participated in 21st CCLC programs for fewer than thirty days (63%), but a large fraction (37%) attended for more than thirty days over the period studied here.⁴



The quantitative survey also showed a good deal of diversity in student backgrounds and learning levels. Across all 21st CCLCs an estimated 1,885 students (14%) were English-language learners and a further estimated 978 (7%) were students with special needs.

³ The total number of students attending during the school year or the summer was 17,481, but that includes 3,870 students who attended during *both* sessions. As a result the number of unique students who participated in 21st CCLC programs is estimated at $17,481 - 3,870 = 13,611$.

⁴ Because the actual number of unique students participating is not known (due to some students attending in both the school and summer sessions) percentage estimates are based on the estimated number of total students participating, e.g. 13,611.

Programming

The 21st CCLC grantees offered a broad array of programs and activities during both the school year and summer. The following table presents a summary of average hours spent on the various activities and also the average number of times per week each type of activity was offered. Importantly, the numbers depicted by the table below are average across *all* 21st CCLC sites. Not all sites devoted time to each activity type, and some sites chose to focus their efforts across only a few activity types. The summary information is sorted according to the average number of hours per week devoted to an activity type.

The table shows that Academic Enrichment and Recreation were the two most popular activity types across 21st CCLCs, especially in the summer. The survey results also showed that 21st CCLCs tended to focus on different types of activities during the school year versus the summer. For example, as might be expected, sites spent more time on school related activities such as Homework Help during the school year. During the summer, in contrast, sites spent more time, on average, with activities like Art and Mentoring.

| | School Year 2017-18 | | Summer 2017 | |
|----------------------------|---------------------|--------------------------|----------------|--------------------------|
| | Hours per week | Number of times per week | Hours per week | Number of times per week |
| Academic Enrichment | 6 | 4 | 10 | 4 |
| Recreation | 5 | 4 | 9 | 4 |
| Homework Help | 4 | 4 | 2 | 1 |
| Arts | 4 | 3 | 7 | 3 |
| Tutoring | 3 | 3 | 4 | 2 |
| Mentoring | 3 | 2 | 4 | 2 |
| Character Education | 2 | 2 | 3 | 2 |
| Cultural/Diversity | 2 | 1 | 2 | 1 |
| Other | 2 | 1 | 2 | 1 |
| Job Exploration | 1 | 1 | 1 | 1 |
| Community Service | 1 | 1 | 1 | 1 |
| Youth Leadership | 1 | 1 | 2 | 2 |
| Career Readiness | 1 | 1 | 1 | 1 |

Summary of Qualitative Self-Assessment Results

As stated earlier, each 21st CCLC grantee site completed the WASCIP self-assessment. Respondents were asked to rate their program within four key program operation spheres of (1) youth development, (2) partnerships, (3) academic programming, and (4) administration. These four primary operation spheres were further divided into twenty focus areas. Staff rated their proficiency in each of the focus areas according to a formal rating system.⁵

The table below describes the possible ratings, their assigned numeric value, and the defined level of operational activity assigned to the given ranking.

| Rating | Numeric Score | Definition |
|-----------------------|---------------|--|
| Exemplary | 4 | The program intentionally creates and adjusts systems and environments that support positive youth development & achievement of youth outcomes. |
| Proficient | 3 | The program has begun to connect policies & practices so that they produce an environment that directly supports a goal of positive youth development. |
| Emerging | 2 | The program begins to move beyond the basics into strengthening policies & practices that achieve a higher degree of effectiveness in the program. |
| Basic | 1 | Policies and practices exist within the program but are under-developed formally and informally. |
| Not Applicable | 0 | The program does not currently offer programming in the area. |

Using the numeric scores assigned to the various ratings, BHKN aggregated site responses and constructed a success index to identify key areas of success and challenge. The success index was created by computing an average score across all sites and focus areas using the numeric scores provided above. The average score was assigned the index value of 100 and scores above 100 hundred indicate that more 21st CCLCs rated their performance as Proficient or Exemplary than was typical. Scores below 100 indicate that a greater proportion of 21st CCLCs rated their performance within the focus area as Emerging or Basic.

Importantly, the index only ranks relative performance, not absolute performance. For example, a success score of 110 in a given focus area *does not* mean that sites were 10% more exemplary than average in that category. The success index should only be used to understand broad patterns of where 21st CCLCs rated themselves more strongly versus more weakly.

⁵ See the Methodology section for a discussion of the twenty core focus areas and the program spheres into which they fall.

| Focus Area | Success Index | Rank |
|--|----------------------|-------------|
| Program Climate | 120 | 1 |
| Management | 118 | 2 |
| Resources | 118 | 3 |
| Staff Capacity | 115 | 4 |
| Program Goals | 106 | 5 |
| Family Partnerships | 105 | 6 |
| Evaluation and Data Collection | 105 | 7 |
| Recreation Programming | 104 | 8 |
| Arts Enrichment | 103 | 9 |
| Youth Engagement | 101 | 10 |
| Marketing and Advocacy | 99 | 11 |
| Funding | 97 | 12 |
| Academic Enrichment in Literacy | 93 | 13 |
| Health and Safety | 91 | 14 |
| Academic Enrichment in Mathematics | 90 | 15 |
| Homework Assistance | 89 | 16 |
| Community Partnerships | 89 | 17 |
| School Partnerships | 88 | 18 |
| Academic Enrichment in Social Studies and Science | 87 | 19 |
| Youth Leadership | 82 | 20 |

The success index shows that 21st CCLCs performed very well in four key focus areas: Program Climate, Management, Resources, and Staff Capacity. Each of these areas had success scores that were far higher than the average score of 100.

The success index also indicates focus areas that proved challenging for 21st CCLCs. These focus areas were Academic Enrichment in Social Studies and Science, and Youth Leadership. Each of these areas had success scores that were much lower than the average score. Forming partnerships with outside groups also appeared to be a challenge as Community Partnerships and School Partnerships both scored similarly low on the success index.

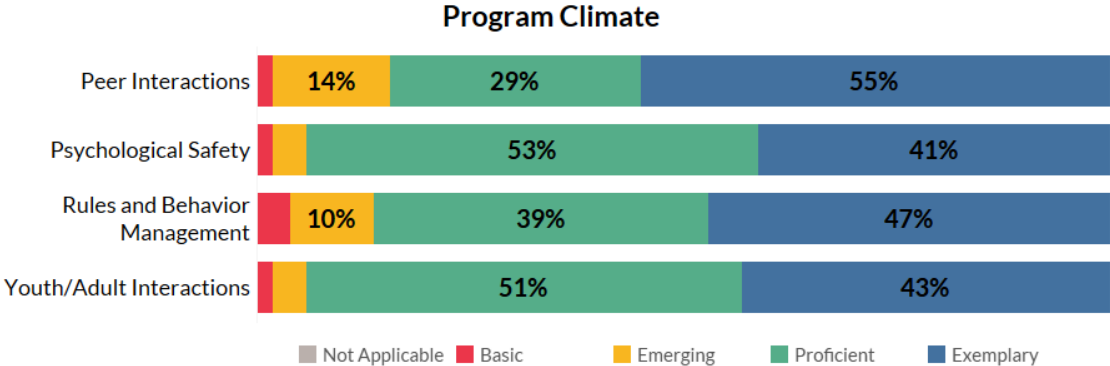
Review of Focus Area Performance Measures

This section provides a comprehensive discussion of each focus area within the WASCIP self-assessment. Additionally, this section provides a discussion of how 21st CCLCs rated themselves on the individual metrics within the larger focus areas. Where applicable this section also provides additional commentary on areas that may need additional attention based on comments included in the WASCIP self-assessment.

Finally, this section also includes several case-study vignettes from 21st CCLCs across South Dakota. Site-specific case-study vignettes were identified by BHKN and SD DOE staff according to the results of the qualitative and quantitative assessments. These four programs provided examples of remarkable program activities and student outcomes

Program Climate

Program Climate emerged as the most highly ranked focus area on the success index for 21st CCLC grantees. The Program Climate area addresses the rules, routines, and interactions between and amongst youth and staff. Fewer than 15% of sites rated themselves as less than proficient for any of the four Program Climate indicators. The graphic below summarizes the 21st CCLC self-assessment ratings across the four indicators that comprise this focus area in order of average performance.



Peer Interactions

2% of sites rated their peer interactions as basic, where youth had minimal opportunity to get to know each other. 4% had emerging peer interactions which existed but were not systematic and structured into programming. 29% of sites had proficient peer interaction activities that were structured into programming. 55% of programs had exemplary peer interaction activities that were intentionally designed to encourage youth to get acquainted and to help each other to complete a task or project.

Psychological Safety

2% of sites had a basic level of psychological safety and their program climate was characterized by both positive and negative exchanges between youth, and potentially, between youth and staff. 4% of sites had emerging psychological safety with a largely positive, welcoming, and respectful program climate for all youth and adults. 53% of sites indicated a proficient sense of psychological safety where diversity and

respect for difference was explicitly discussed and supported throughout the program. 41% of sites had exemplary focus on psychological safety where programs planned strategies and activities to support positive program climate and diversity.

Rules and Behavior

4% of sites had basic rules and behavior management guidelines but they were not consistently practiced by all staff and expectations were not explicitly communicated to youth. 10% of sites had emerging rules and behavior management standards that were clearly and consistently communicated to youth and their families. 39% of sites indicated proficient rules and behavior management that were regularly reviewed by program staff to ensure that they support a positive program climate, and youth were given a significant role in determining program rules and expectations. 43% considered themselves to be exemplary in the rules and behavior area. Staff were formally trained on using positive behavior management techniques and a formal evaluation of how effectively staff is employing these techniques was undertaken at least once a year.

Youth/Adult Interactions

In terms of youth-adult interactions, only 2% of sites had basic interactions that were largely adult directed and were limited to managing behaviors and responding to problems. 4% of sites had emerging interactions where staff interacted with youth in positive ways but activities were mostly adult-directed. 51% of sites had proficient interactions where staff and youth interacted positively, and youth input was encouraged. 43% of sites indicated exemplary youth and adult interactions which were overwhelmingly positive and youth input in activities was consistently integrated into activity planning with formal processes in place to support this.

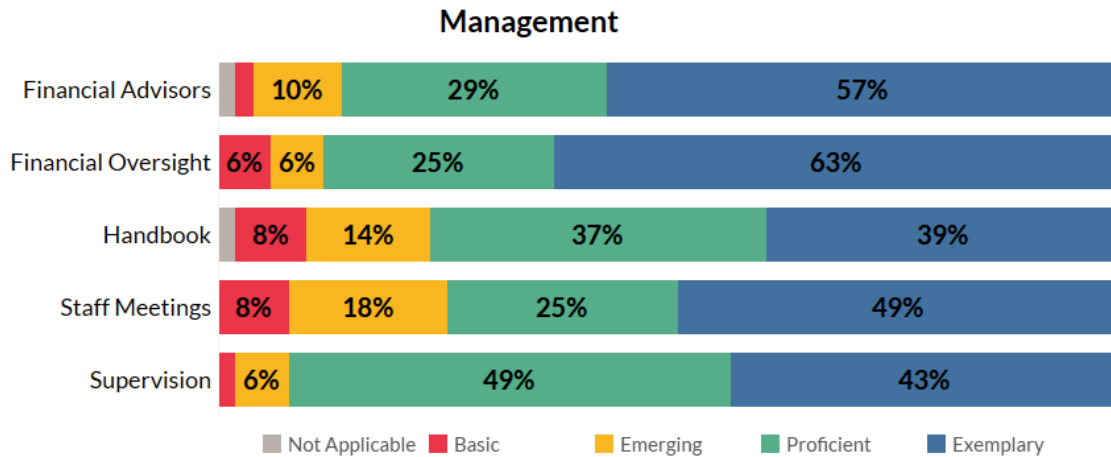
Additional Attention

Though only a few sites listed the need for additional attention, the following commentary emerged:

- Sites are committed to ensuring warm welcomes and positive peer climates for their students.
- Some sites are interested in encouraging activities that enable students to get to know each other better.
- Some sites are still working to formalize behavior policies and programming.

Management

The management section addressed the components of sound and strategic program management practices. Overall, sites excelled at financial oversight and advising.



Financial Advisors

25% of sites indicated proficient financial oversight in which expenditures require a second person for authorization. An additional 63% of sites were exemplary and had an independent audit conducted annually. 6% of sites had emerging financial oversight with written policies for purchasing supplies and payroll documentation requirements for hours worked. Another 6% of sites indicated basic financial oversight in which only the program director monitors the budget and expenditures.

Financial Oversight

29% of sites have proficient access to a financial advisor or business manager while an additional 57% had exemplary advisors and at least one person who regularly advises program management on ways to maximize current resources and develop new funding streams. 10% of sites had emerging access to financial advisors. One site had little or no access to a financial advisor and another indicated the question did not apply to them.

Handbook

39% of sites had an exemplary program handbook that was frequently revised and reviewed by staff. 37% had a proficient handbook with content that was frequently communicated with staff. 14% of sites had an emerging handbook that was seldom reviewed or shared with staff. 10% of sites did not have a handbook at the time of this survey.

Staff Meetings

49% of sites reported exemplary staff meetings in which the program director fully involved staff in the development of meetings and decisions. An additional 25% were proficient at staff meetings, which were held once per month to address program issues. 18% of sites rated their staff meetings as emerging, meaning that the program director held occasional staff meetings with a clearly outlined agenda. 8% of

sites shared a basic rating for staff meetings where the program director holds occasional impromptu staff meetings with no clear agenda.

Supervision

In terms of supervision, 43% of sites were exemplary and arranged specific times for staff to meet with supervisors to assess job performance throughout the year. An additional 49% of sites reported proficient supervision where staff met regularly with supervisors to review job performance. 6% reported emerging supervision indicating that staff knew their supervisor but communication and feedback was limited. Only one site indicated basic supervision in which staff were not evaluated on their on-the-job performance.

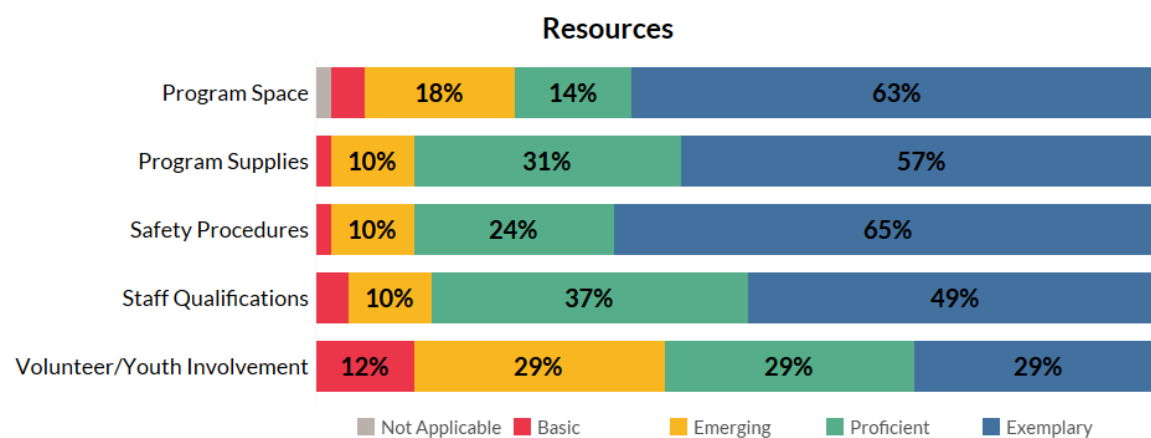
Additional Attention

Sites shared that additional attention was needed in the following categories:

- One of the most prominent themes that emerged from this section was the use and revision of the program handbook. Many sites indicated that though their program had a handbook, a more formal and routine review of its contents was needed. Some sites shared an interest in better communicating handbook policies and procedures with staff and families.
- Some sites committed to better schedule and outline staff meetings in hopes that more staff could attend and actively participate.
- Some sites shared a call for more budget transparency between administration and staff.
- Some sites indicated a commitment to asking staff for their input on training content and scheduling.

Resources

The resources category addressed program resources associated with delivering programming.



Program Space

63% of sites have exemplary physical space for programming which meet the academic, social, and nutritional needs of youth. 14% have proficient space but rely on community or school space occasionally.

18% of sites report emerging space which is adequate for their needs. Two remaining sites have basic program space which was not usually crowded but needed equipment updates.

Program Supplies

57% of sites had exemplary program supplies, which included having a formal process for organizing developmentally appropriate program materials that aligned with current research. 31% of sites reported proficient program supplies which were maintained and updated per curriculum needs. 10% considered themselves emerging in terms of program supplies, meaning current supplies were sufficient to support a variety of activities. One site had only basic supplies.

Safety Procedures

65% of programs had exemplary safety procedures which included a complete safety plan that was aligned with their host organization or school and ensured adjustment for student health and medical needs. 24% of sites reported proficient safety procedures which were known to staff, youth, volunteers and families and were posted accordingly. 10% of sites indicated emerging safety procedures which included a written emergency plan and staff training. Though compliant with local fire and health standards, one program had only basic safety procedures in place.

Staff Qualifications

49% of programs had exemplary qualified staff who were professionals in related fields and have received extensive professional development training. 37% reported proficiently qualified staff, most of whom have significant experience in instruction and have received appropriate training. 10% of sites had emerging staff qualifications in which most staff have some experience in providing instruction but have received limited training on best practices. Two sites have basic staff qualifications in which the majority of employees have limited instruction experience and have not received additional training on best practices.

Volunteer/Youth Involvement

Sites reported a variety of levels of volunteer and youth involvement. 29% reported exemplary involvement with a formal process for volunteer and youth leader recruitment which matched individuals with activities based on interest and experience. 29% of sites indicated proficient involvement in which volunteers and youth aided in program delivery. 29% reported emerging involvement where only some programming had youth and volunteer input. 12% of programs had no volunteer or youth input in program delivery.

Additional Attention

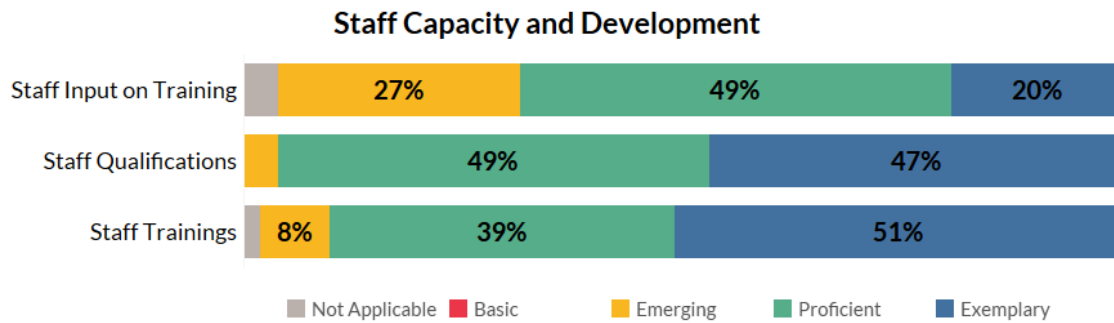
Sites shared that additional attention was needed in the following categories:

- A large proportion of sites indicated the need for more volunteers and formalized volunteer opportunities.
- Sites also showed commitment to establishing more student-led activities.
- Some sites reported a lack of adequate space for programming. In one instance, this did limit the number of children that otherwise could have been served.
- Sites were committed to being more aware of their participants' medical needs.

- Some sites identified a need to better communicate emergency and safety procedures with staff and volunteers.

Staff Capacity and Development

The staff capacity and development category addressed the development of staff capacity guidelines and the implementation of professional development opportunities to incorporate best practices and research-based youth development strategies.



Staff Input on Training

49% of sites reported proficient staff input on training, indicating that staff were actively involved in the selection of training opportunities. 20% of sites had exemplary staff input on training with program staff fully participating in the design of their personal training and education plans. Room for improvement exists for 27% of sites who reported emerging staff input on training where staff had only some opportunity to influence training selection.

Staff Qualifications

Sites reported high marks for staff qualifications. 49% reported proficient staff qualifications with basic requirements that were occasionally reviewed and updated. 47% reported exemplary qualifications with clear hiring policies and regularly updated requirements that reflect program goals and objectives.

Staff Trainings

In terms of training, 39% offered proficient trainings including at least one annual training focused on youth development. 51% of sites offered exemplary training opportunities that took into account staff development plans and deficiencies.

Additional Attention

Sites shared that additional attention was needed in the following areas.

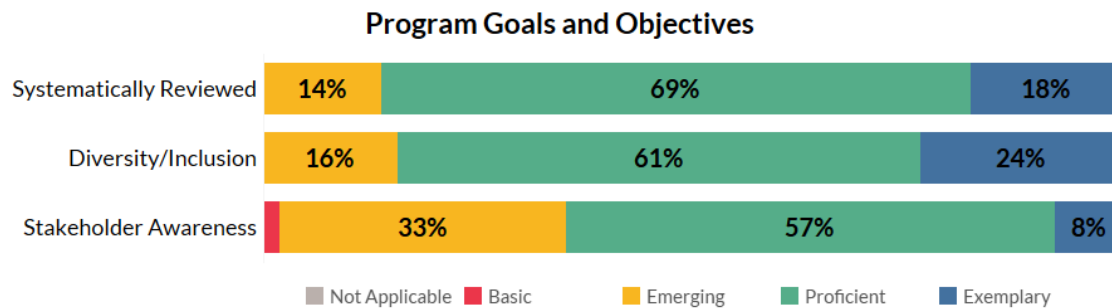
- Many sites are committed to incorporating staff input into training selection. This includes soliciting types of training they believe is beneficial to the program and what they might need to perform their job successfully.
- Sites also identified a need for further local and state training on a variety of specific topics. These

included

- Out of School Time and Center for Educational Innovation opportunities
 - Youth Development
 - Behavior Management
 - Conscious Discipline
 - Spanish
- Some sites also identified the need to improve orientation documents and processes for new staff.
 - Sites also shared interest in increasing internal consistency regarding meetings and trainings that involve all staff.

Program Goals and Objectives

The administrative goals and objectives section addressed the relationship between program goals, objectives, and the activities, services, and processes used to achieve these outcomes.



Systematically Reviewed

69% of respondents indicated their site was proficient in systematically reviewing goals and objectives. This means that all staff were fully aware of program goals and objectives, which included routine reiteration of these goals during planning activities. An additional 18% of sites indicated an exemplary rating, signifying that their site had a formal process where program theory directly impacts programming decisions.

Diversity/Inclusion

Diversity emerged as an area in need of improvement for one third of the sites. 33% of sites indicated that including diversity and inclusion in their program goals was emerging. 57% of sites felt proficient in this arena and designed programs and activities to ensure activities teach children the importance of inclusion and diversity. Only 8% of sites indicated exemplary commitment to fostering intellectual inquiry that moves beyond tolerance and towards embracing and celebrating diversity.

Stakeholder Awareness

61% of respondent sites shared a proficient rating for stakeholder awareness, meaning they have established a formal feedback system which solicited input from students and families. 24% indicated an

exemplary rating in which there was formal planning time allocated to review feedback that informed program goals, objectives, and activities. One site indicated a basic rating, meaning program goals and objectives were only informally communicated to students and families.

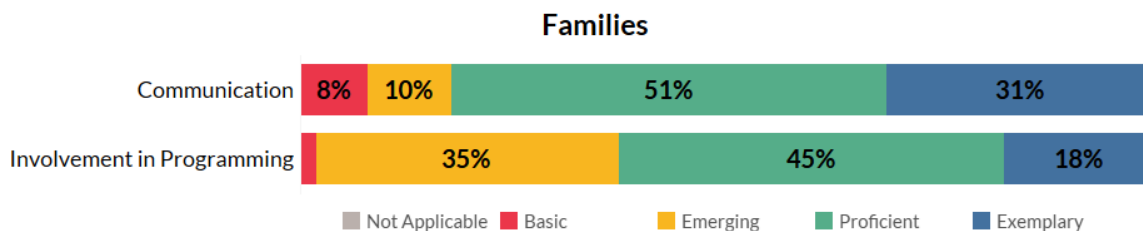
Additional Attention

Sites shared that additional attention was needed in the following categories:

- Though many sites have established clear goals, many feel the need to better communicate them to their staff, partners, and community. Many sites were interested in leveraging technology and newsletters to more consistently communicate their objectives with external stakeholder groups. Others focused on reviewing goals with staff on a more frequent basis during meetings and planning events.
- Sites expressed interest in incorporating parent and student feedback into their reviews of program goals and objectives. Many look to surveys to collect this input.
- Sites also shared commitment to better serving the needs of diverse student and family populations. This includes representation of diverse customs, languages, and holidays, increasing staff training on inclusion, and incorporating inclusion/diversity activities into programming.

Family Partnerships

The family partnership category addressed aspects of communication with families and their involvement in making programming decisions.



Communication

8% of sites had basic communication with families and had no formal procedures or scheduled meetings in place. 10% of sites had emerging family communication with established communications systems between sites and parents and/or guardians. 51% of sites proficiently communicated with families and parents/guardians and encouraged them to visit programs to interact with their children and staff. 31% of sites had exemplary family communication in which the site hosted regular orientations so that parents/guardians could meet the staff and learn how programs supported their child’s social and academic growth. Parents/guardians not only received feedback about their children’s progress but also provide feedback on programming.

Involvement in Programming

2% of sites indicated basic family involvement in programming where families could participate in program activities if they actively sought out the opportunities. 35% of sites reported emerging family

involvement where special events were occasionally held for families of children. 45% of sites proficiently involved families through events that gave families an opportunity to engage with their child. Events were clearly tied to learning goals and objectives. 18% of sites had exemplary family involvement with frequent events to encourage activities at home that were connected to school-day/ afterschool learning goals.

Additional Attention

Sites reported the need for additional attention in the following categories.

- Most sites that require additional attention voiced the need for more family events. Many sites shared an interest in collaborating with local school and service agencies to ensure that the events meet family schedules and needs (for example help with TANF or job development skills for family members). Sites also hope that these events encourage families to be more involved with their student's education.
- Sites would like more formal feedback from their parents on programming. Sites differ on how this should be collected but some options include parent surveys and parent teacher conferences.

Red Cloud Indian School After-School Program Case Study

The Red Cloud Indian School After-School Program (Red Cloud) primarily serves American Indian youth on the Pine Ridge Indian Reservation. Red Cloud stood out for its commitment to engaging with the families of its 542 participating K-12 students.

Although 21st CCLCs rated Family Partnerships above average, with a success score of 105, many 21st CCLC grantees voiced struggles with engaging student families on a consistent basis in the comment section. This is an area in which Red Cloud Indian School excels. Staff credit commitment to the Lakota way of life with ensuring that family participation is at the heart of their programming. During the school year, community meals are leveraged to draw entire families, not just parents, to support their students. During the summer, day-long family events are scheduled on weekends to maximize attendance. Red Cloud also holds special field trips to increase family participation in the summer including private movie screenings and visits to Crazy Horse Monument, among others.

To ensure that families continue to be aware of school programming and events, Red Cloud leverages the SchoolMessenger digital communication system. Initially launched to disseminate information about weather related school closures, the system enables Red Cloud staff to share information with students and families by phone call, email, and text message.

Red Cloud also excels at designing after-school programming that is responsive to youth input. Red Cloud's after-school program, which runs Monday through Thursday each week, includes a wide variety of clubs and student groups that are specifically tailored to student interest. Programming starts immediately after school, with staff consisting exclusively of daytime teachers. Students are welcomed with a healthy snack followed by recess time. Homework help is offered to students in need. The majority of programming, however, is organized as club activities. Because after-school staff are also the students' daytime teachers, they do their best to ensure that club activities reflect their students' passions.



Past club activities include:

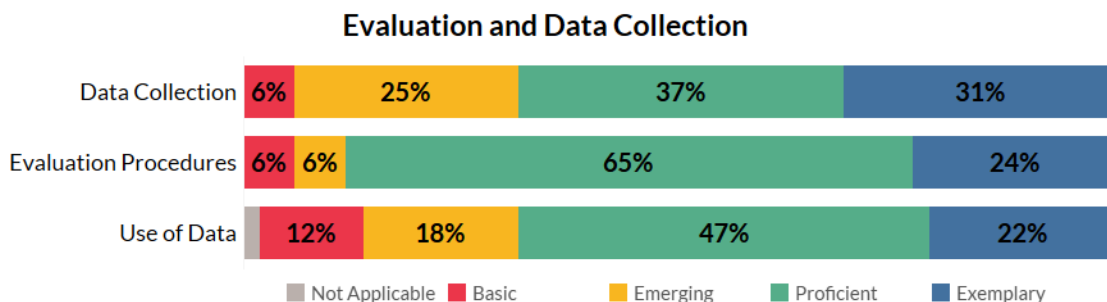
- Archery
- Anime Club
- Arts/Crafts
- Chess Club
- College Prep Club
- Dance Club
- English
- Hacky Sack
- Handgames
- Japanese Language
- Lakota Club
- Math Club
- Movie Club
- Ping Pong
- Poetry Club
- Science Club
- Service Club
- Study Hall
- Video Game Club
- Yoga
- Young Entrepreneurs Society

Many clubs work towards regional competitions, especially those that occur during the Lakota Nation Invitational (an annual multi-sport and activity tournament held each winter in Rapid City). During the summer, students participate in a 4-week program focused on academic achievement during the first four days with a 5th day field trip for those that attend all four days. Field trips are often to locations outside the reservation. These trips are meant to be fun for students but also introduce them to navigating urban areas.



Evaluation and Data Collection

The evaluation and data collection category addressed the components of successful research and data collection activities.



Data Collection

6% of sites collected only basic information regarding attendance and youth demographics. 25% of sites reported emerging data collection procedures in which data beyond federal reporting requirement were collected. 37% report proficient data collection that included formalized processes and staff training on data collection at the community and/or school level. 31% of sites had exemplary data collection systems that ensured all data collected were reliable, valid, and focused on longitudinal trends.

Evaluation Procedures

65% of sites indicated they had proficient evaluation procedures, which included a systemic data collection and evaluation plan. An additional 24% reported exemplary evaluation procedures with a fully implemented evaluation plan that enabled data-driven decision making for the program and was shared with stakeholder groups. Only 6% of sites reported no formal evaluation plans.

Use of Data

47% of sites indicated proficient use of collected data. This means that achievement of youth outcomes were regularly monitored through a review by program staff and were used to adjust programming. 22% reported exemplary use of data in which staff worked together to implement program changes based on youth outcome results and program process data. This data was also made available to the public. 12% of sites reported that only the program director and select staff members had access to evaluation data.

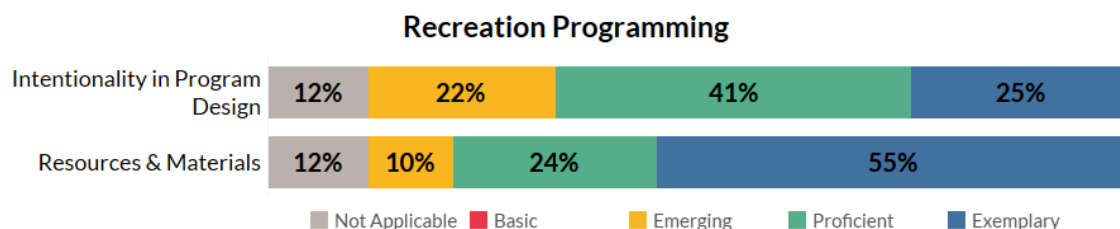
Additional Attention

Sites shared that additional attention was needed in the following categories:

- Sites are committed to better employing data and evaluation to drive programming decisions.
- Some sites would like to refine data collection systems and timelines. Most sites with these concerns indicated they would like to involve staff more directly in the process and better share results with stakeholders other than administration.
- Some sites use national evaluation and data collection models and/or programs including National Youth Outcome Initiative by the Boys and Girls Clubs of America and Moby Max.

Recreation Programming

The recreation programming category addressed hands-on, physical fitness activities that were intentionally designed to improve and build students' motor skills, improve health and well-being, and promote positive social and behavioral skill development in areas like teamwork, task persistence, etc. 12% of sites did not offer recreation programming.



Resources & Materials

10% of sites had an emerging variety of recreation resources and sports equipment on a limited basis. 24% had proficient resources available on an unlimited basis. 55% had exemplary access to a wide-ranging collection of sports equipment provided specifically to support certain types of skill development.

Intentionality in Program Design

22% of sites reported emerging program design for recreation programming. This means that programs offer some variety of recreational programming that is partially aligned with goals and objectives. 41% of sites reported proficient program design in which youth were offered choices of recreational activity and the majority of lessons were tied to specific, developmentally appropriate learning goals. 25% of sites indicated exemplary intentionality in program design with diversified, experiential learning activities that were tied to specific skill development.

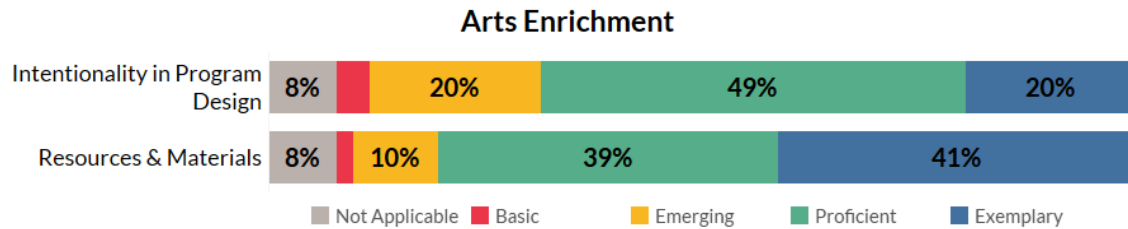
Additional Attention

Sites iterated the need for additional attention in the following ways:

- Though many sites offer recreation programming, many feel the need to do a better job with lesson planning and identifying skill goals of their programming.
- Some sites also shared a need for continual staff training to highlight why structure in recreational programming is important.

Arts Enrichment

The arts enrichment category addressed arts learning approaches that are hands-on, applied, project-based, and fun. Arts enrichment activities may have the goal of both improving student functioning in the arts and supporting the development of other skills like task persistence, planning, and organizing among others. 8% of sites do not offer arts enrichment activities



Intentionality in Program Design

In terms of arts enrichment programming, 4% of sites reported basic intentionality in program design indicating that content was not clearly outlined or documented. 20% indicated emerging program design where sites offered regularly scheduled activities in at least two fine arts genres. 49% of programs reported proficient arts program design with a variety of arts activities and opportunities for students to attend performances or exhibits in their communities. 20% had exemplary program design with diversified programming and experiential learning that was tied to specific learning goals.

Resources & Materials

Only one site reported having limited or no art materials. 10% reported emerging access to resources and materials that included art supplies and musical instruments that are available only on a limited basis. 39% report proficient supplies and instruments that are available on a regular basis. 41% of sites had an exemplary collection of resources available including art, photography and/or video supplies and musical instruments to support specific types of artistic development.

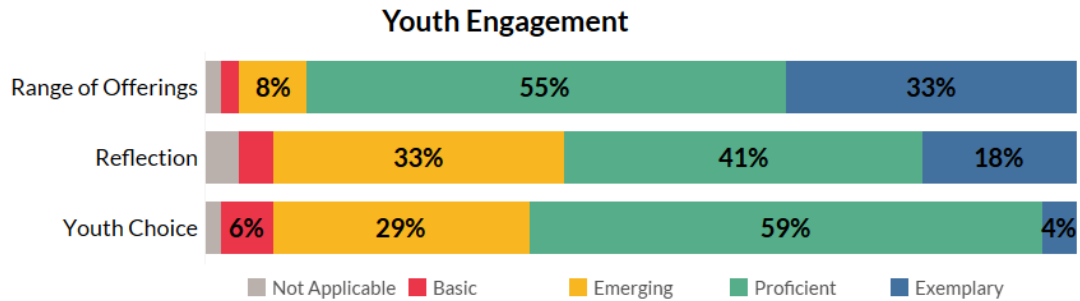
Additional Attention

Sites iterated the need for additional attention in the following ways:

- Of sites that have less than exemplary resource ratings, they shared that they lack funding required to acquire exemplary program materials and resources.
- Some sites indicated interest in pursuing further arts-based partnerships to increase student exposure to media and music.

Youth Engagement

The youth engagement category addressed the extent to which youth make choices, provide feedback, and make decisions regarding programming. It also addressed youth opportunities to reflect on their learning and receive recognition for their accomplishments.



Range of Offerings

Only 2% of sites offered a basic range of youth engagement offerings which were limited by program cycles and staff interest/knowledge. 8% indicated an emerging variety of planned offerings during the program cycle to challenge youth physically, creatively, and intellectually, but activities were not characterized by formally defined goals or intentionally designed to address one or more specific developmental domains. 55% had a proficient range of youth engagement offerings with a balance of activity types that were intentionally designed to address one or more specific developmental domains. 33% of sites had exemplary activities intentionally designed to support the development of positive youth outcomes, including social and emotional skills, responsible decision-making, self-efficacy and confidence. Youth preferences and interests figured prominently in decisions regarding what types of activities were offered at the site.

Reflection

4% of programs did not have an intentional youth reflection process. Reflection includes asking for feedback, youth evaluation of sessions, or sharing youth feelings about programming. 33% of sites reported emerging reflection opportunities in which staff sometimes engage you in discussion about the activity, though these efforts are sporadic and inconsistent amongst staff. 41% of sites indicated proficient reflection practices in which staff frequently engaged youth in an intentional process of reflecting on what they are doing or have done during activities but these processes usually involve some but not all youth. 18% of programs have exemplary youth reflection opportunities that are an integral part of program activities for all youth.

Youth Choice

In terms of youth choice, 4% of sites incorporated basic youth choice into programming meaning activities were largely staff directed and youth only have limited opportunities for choice in terms of content or process. 29% of sites had emerging youth choice opportunities as youth were given the freedom to choose between activities, including the choice not to engage on occasion. However, opportunities to set goals and make plans for program activities were very limited or non-existent. 59% of sites reported

proficient youth choice indicating youth have frequent opportunities to set goals and design program activities but staff retains the majority of control in planning and executing program activities. 4% of sites have exemplary youth choice which incorporated youth advisory council and youth-led planning committees as a key component to planning program activities.

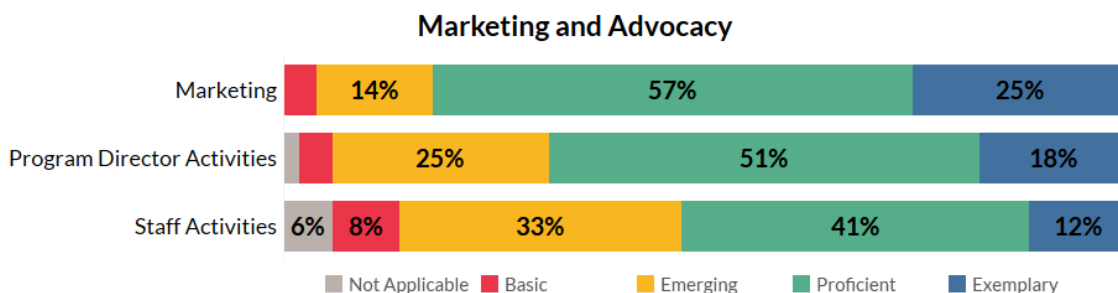
Additional Attention

Sites that indicated a need for additional attention shared the following:

- Though many programs identified the need for further student feedback on programming and activities, many did not share tangible ways in which to secure it. Some shared interest in including more time for student reflection after activities and surveys.
- Some sites are currently working on new student engagement programs. These programs will likely allow for more student involvement in program planning and implementation.
- Some sites shared that they do not currently have the time or staff to adequately capture and implement student feedback into their programming. This was either due to small staff or student counts.

Marketing and Advocacy

The marketing and advocacy category addressed the structures in place that enable a program to advocate and market its offerings.



Marketing

In terms of marketing, 57% of sites had a proficient marketing plan that identified ways to communicate with participants and their families. An additional 25% had exemplary, fully-implemented marketing plans that focused on increasing awareness of the need for after-school programs and youth development. 14% of sites had an emerging and informal marketing plan, while two sites did not have a marketing plan.

Program Director Activities

25% of sites reported emerging program director activities in which the director occasionally advocated for the program with the school and community stakeholders. The majority of programs (51%) reported proficient program director activities in which the director regularly connected with decision makers in the community and attended statewide and national events. 18% of sites report exemplary activities with a program director who was involved in leadership efforts to mobilize local, state, and national strategies

to support after-school programming. Two sites reported their program director rarely advocated for the program with school and community stakeholders. One site indicated the question was not applicable to their program.

Staff Activities

In terms of staff activities, 33% of sites reported emerging marketing activities in which program staff brought program visibility to community events. 42% of sites have proficient activities in which program staff participate in state and national events that impact after-school programming. 12% of sites have exemplary staff activities where program staff take the lead in mobilizing local community support for afterschool programs. 8% of sites reported basic staff activities in which staff brainstormed ways to advocate for their program during meetings. 6% of sites felt this question was not applicable to their program.

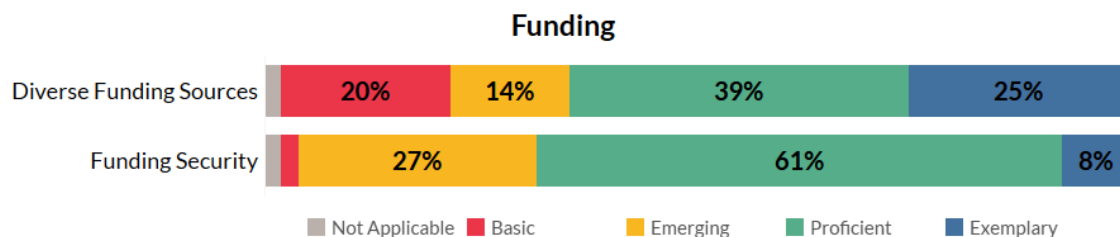
Additional Attention

Sites shared that additional attention was needed in the following categories:

- Many sites lacked a formal marketing plan. Sites showed commitment to establishing a marketing document and in some cases a marketing committee to help identify marketing objectives and activities. Some sites showed interest in better maintaining a social media presence. Other sites were more committed to having staff visible at community events specifically to champion their program.
- Many sites desire to more actively participate in state and national advocacy events. Many shared that their participation has been limited by funding constraints.

Funding

The funding category addressed the structure in place to support program funding. Overall, site funding is heavily dependent on institutional partnerships and direct funding from the SD DOE 21st CCLC program.



Diverse Funding Sources

Sites indicated anxiety about their ability to secure diverse funding sources. 20% of sites were funded solely by 21st CCLC monies. 14% considered themselves emerging in this arena, with a heavy reliance on in-kind contributions from partners though they had at least two funding sources. 39% of sites reported proficient funding diversification in which they actively pursued and maximized a variety of funding types.

25% of sites reported exemplary funding diversity and had secured longer-term funding through a variety of sources.

Funding Security

27% of sites indicated they have emerging funding security, meaning that existing programs were sufficiently funded. 61% of sites reported proficient funding security, indicating that the program has sufficient funding to support some program expansion or enhancement of current services. Only 8% had exemplary funding that made their program financially secure enough to make long-term plans for expansion or enhancement. One site has basic funding that was insufficient or questionable for current programming.

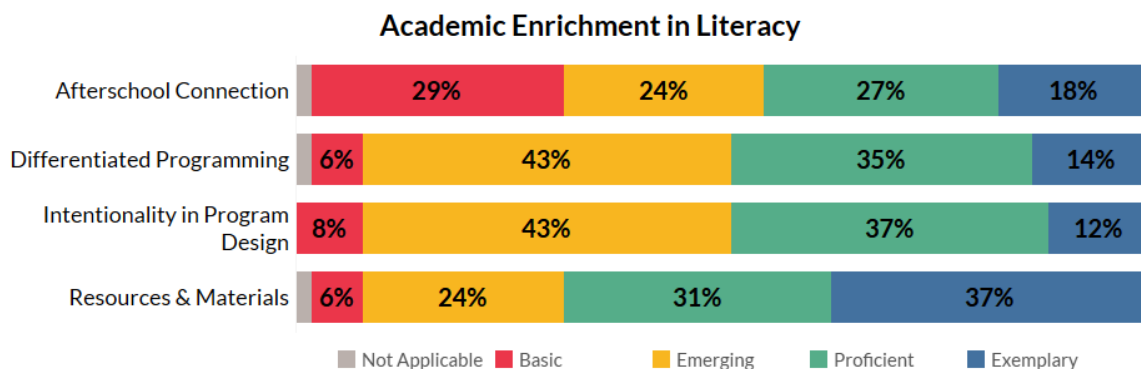
Additional Attention

When asked for areas that needed additional attention, sites shared the following:

- For many sites, 21st CCLC funding is vital to the existence of their programming. Though many are able to rely on in-kind space, material, and staffing contributions, diversification of funding streams is one of the greatest concerns to 21st CCLC grantees. When able, sites have hired development directors charged with securing additional grant funding and partnership. Programs that belong to a national program affiliation (i.e. YMCA or Boys Clubs of America) are provided with national support and perspective that may improve their likelihood of securing federal grants.

Academic Enrichment in Literacy

The literacy category addressed enrichment activities characterized by learning approaches that are hands-on, applied, project-based, and fun. Literacy enrichment activities start with the goal of improving student academic functioning literacy, and structure activities intentionally designed to build students’ literacy skills using approaches that likely differ from those employed during the school day.



Afterschool Connection

29% of sites reported a basic connection to the school by which only limited information is obtained from the school on an informal basis for literacy activity planning. 24% of sites had emerging school connections

by which site staff is aware of school-day content and some activities are planned to be consistent with school-day topics. 27% of sites were proficient in this area as the site supervisor will regularly seek advice from school staff on literacy activities making program activities complementary. 18% of sites reported exemplary connections where staff was aware of school-day content and the site supervisor seeks advice from school staff and incorporates curricula.

Differentiated Programming

6% of sites indicated a basic level of differentiated programming in which one approach to literacy programming is offered for all students in the program. 43% of sites reported emerging differentiated programming in which staff is aware of struggling students and offers some specialize enrichment activities to accommodate them. 35% of sites were proficient in this area as students are provided limited one-on-one additional supportive enrichment activities to address each student's literacy needs, from struggling to advanced. 14% of programs had exemplary differentiated programming which includes formal, one-on-one support for students that includes an individualized lesson plan which staff have sufficient planning time to design and complete.

Intentionality in Program Design

In literacy, 8% of sites reported basic intentionality in program design indicating that activities are provided that have the general goal of supporting skill development in literacy but are usually not planned in advance and staff does not typically prepare formal lesson plans. 43% of sites reported emerging intentionality as activities are designed to be age-appropriate and efforts are made to tie activities to general learning goals with some advanced planning. 37% of sites were proficient and employed multiple methods of pre-planning instruction that allow youth a range of learning experiences and tie to state standards. 12% of sites considered themselves to be exemplary as their programming is diversified, sequential, active, and tied to local and state standards. One site did not offer literacy enrichment programming.

Resources & Materials

6% of sites had basic, limited materials available to support literacy activities. 24% had emerging resources which include a variety of media and technology resources but are only available to programs on a limited basis. 31% of sites had proficient resources and materials which include media and technology that are available on an unlimited basis. 37% of sites reported exemplary, wide-ranging collection of resources that have been purchased and/or provided specifically to support specific types of skill development in literacy.

Additional Attention

Sites shared the following sentiments in the “additional attention” comment section:

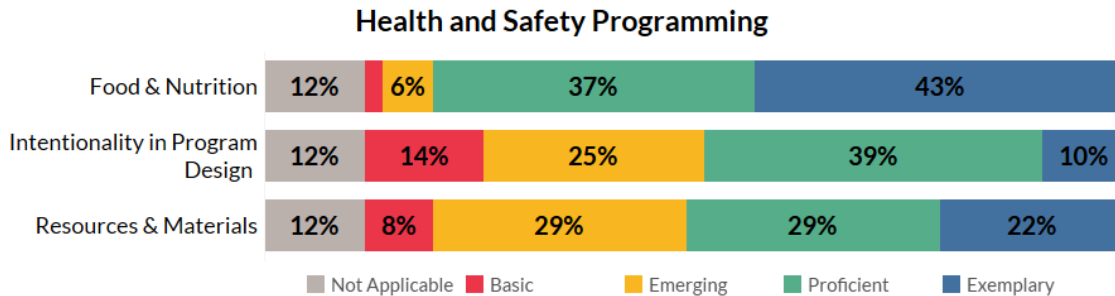
- Many sites shared that they do not offer programming designed to address student’s specific, individualized targets. It was unclear if sites have interest and demonstrated need for additional help from the SD DOE to do so.
- Some sites shared an interest in implementing creative literacy programs that incorporate technology or community partnerships. Sites also shared that they were interested in ensuring that this program did more than just extend daily literacy lessons but make them more interesting

and engaging for their students.

- Sites also showed commitment to further ensuring that their lessons pertain to state standards.

Health and Safety Programming

The health and safety category addressed program activities with the goal of improving student understanding in health and safety, and the extent to which activities were intentionally designed to build students’ skills in these areas. 12% of sites do not offer health and safety programming.



Food & Nutrition

2% of sites offered basic food and nutrition through unhealthy snacks that were high in sugar and fat content (rice crispy bars, cookies, etc.) and boxed fruit juices. Water is freely available to youth at all times and youth are encouraged to drink water. 6% of sites had emerging food and nutrition programs with most of the snacks being healthy, e.g. fresh fruit. 37% of sites had proficient food and nutrition with health activities and foods available. 43% of sites not only provide healthy food options but provide youth the opportunity to learn about healthy food choices through classes and modeled staff behavior. 12% of sites do not offer food and nutrition programming.

Intentionality in Program Design

14% of sites indicated basic intentionality in health and safety program design in which activities are provided that have the general goal of increasing student knowledge of health but are largely informal and unstructured. 25% indicated they had emerging program design that offered health and/or safety programming focusing on a range of topics from home fire safety to caloric intake and substance abuse. This content was partially outlined but was not always aligned with goals and objectives. 39% of sites had proficient program design, providing a range of health and/or safety activities where youth are given choices for participation. 10% of sites had exemplary diversified, intentionally structured and sequenced program design.

Resources & Materials

8% of sites reported basic access to limited health and safety resources and materials. 29% of sites had emerging access to variety of health and safety materials but only on a limited basis. 29% of sites had proficient access to resources on an unlimited basis. 22% had an exemplary, wide-ranging collection of health and safety materials and resources that support specific types of skill development among participating youth.

Additional Attention

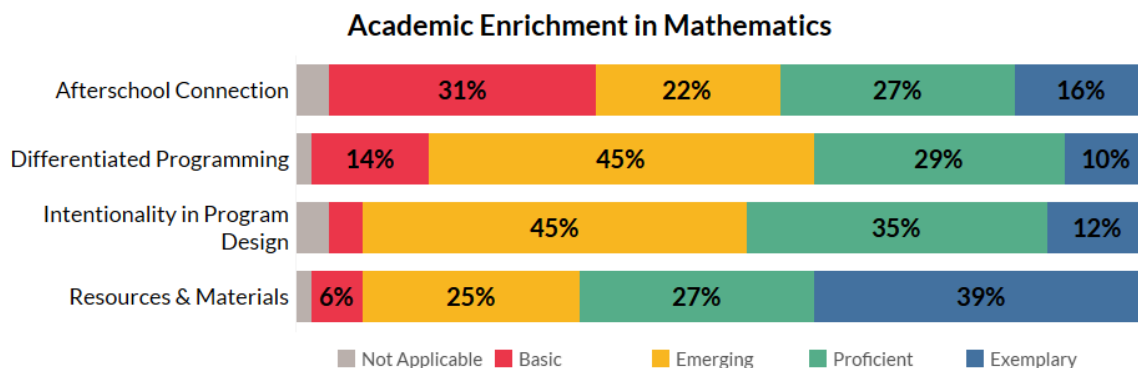
Of sites that indicated the need for additional attention, the following areas were shared.

- Many sites shared the basic need for more health and safety program planning. This ranged from building safety lesson plans to developing cooking classes. Some sites cited staff shortages as a barrier.
- Some sites also shared interest in building community and family partnerships around food.

Academic Enrichment in Mathematics

The mathematics category addressed enrichment activities and by learning approaches that are hands-on, applied, project-based, and fun. Mathematics enrichment activities start with the goal of improving academic functioning in mathematics, and they structure activities intentionally designed to build mathematics skills using approaches that likely differ from those employed during the school day.

Afterschool Connection



31% of sites reported a basic connection to the school by which only limited information was obtained from the school on an informal basis for mathematics activity planning. 22% of sites had emerging school connections by which site staff is aware of school-day math content and some activities are planned to be consistent with school-day topics. 27% of sites were proficient in this area as the site supervisor would regularly seek advice from school staff on mathematics activities making program activities complementary. 16% of sites reported exemplary connections where staff was aware of school-day content and the site supervisor sought advice from school staff and incorporated curricula.

Differentiated Programming

14% of sites indicated a basic level of differentiated programming in which only one approach to mathematics programming was offered for all students in the program. 45% of sites reported emerging differentiated programming in which staff were aware of struggling students and offered some specialized enrichment activities to accommodate them. 29% of sites were proficient in this area as students were provided limited one-on-one supportive enrichment activities to address each student's mathematics needs from struggling to advanced. 10% of programs had exemplary differentiated programming which included formal, one-on-one support for students that included an individualized lesson plan which staff had sufficient planning time to design and complete.

Intentionality in Program Design

In mathematics, two sites reported basic intentionality in program design indicating that activities had the general goal of supporting skill development in mathematics but were usually not planned in advance and staff did not typically prepare formal lesson plans. 45% of sites reported emerging intentionality as activities were designed to be age-appropriate and an effort was made to tie activities to general learning goals with some advanced planning. 35% of sites were proficient and employed multiple methods of pre-planning instruction that allowed youth a range of learning experiences tied to state standards. 10% of sites considered themselves to be exemplary as their programming was diversified, sequential, active, and tied to local and state standards. One site did not offer any mathematics programming.

Resources & Materials

6% of sites had basic or limited materials available to support mathematics activities. 25% had emerging resources which include a variety of media and technology resources but are only available to programs on a limited basis. 27% of sites had proficient resources and materials which included media and technology that were available on an unlimited basis. 39% of sites reported exemplary, wide-ranging collection of resources that had been purchased and/or provided specifically to support specific types of skill development in mathematics.

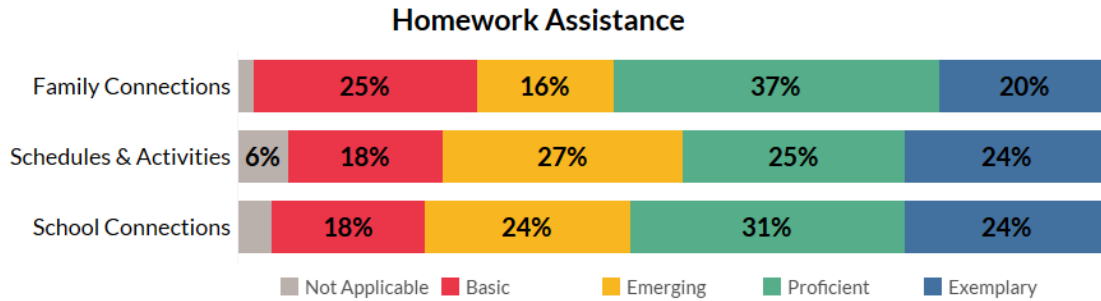
Additional Attention

Sites shared that additional attention was needed in the following categories:

- Many sites shared their difficulties with ensuring that their programming was in line with school and state standards. Sites shared interest in becoming aware of school math programming and software to better reinforce math topics and programs initiated by schools.
- Many sites shared that their ratings in this category were due to a lack of individualized lesson plans for students. Some felt that this was not necessary due to the nature of their work of providing support only where needed.
- Some sites indicated interest in incorporating more technology while others have elected to limit screen time for students.

Homework Assistance

The homework assistance category addressed activities for which program staff help youth cultivate academic skills using work assigned by school-day teachers as the primary learning platform. Sites varied in terms of homework assistance programming success.



Family Connections

25% of sites reported basic family connections indicating the program did not have a consistent way to communicate and seek input from parents to support homework assistance. 16% reported emerging family connections in which the program seeks input from parents to support homework assistance in a consistent manner. 27% were proficient in this area and received input from both parents and schools but the three parties did not communicate directly. 20% had exemplary family connections in which a formal three-way communication system was established between the program, the school, and the families to exchange information about an individual student’s progress. One site indicated that family connections were not applicable to their program.

Schedules & Activities

18% of sites reported basic homework schedules and activities in which time and space were made available for students to work on homework but most staff help was limited and/or only provided for some youth. 27% of sites were emerging in this area indicating that staff had information from school-day teachers about assignments and ensured the students understood goals and received feedback on their progress. 25% of programs reported proficient scheduling and activities in which staff were continuously engaged with school-day teachers and students. These programs also tracked individual student benchmarks and progress over time. 24% of sites considered themselves exemplary as their activities were specifically tailored to the individual student, provided skill enhancement beyond the homework content, and sessions were intentionally sequenced to build on skills cultivated during earlier sessions. One site indicated that this question was not applicable to their program.

School Connections

18% of sites indicated they had basic school connections in which their staff knew who to contact at school regarding a student’s needs or progress but had limited knowledge about school and/or state requirements. 24% of sites considered their school connections to be emerging, indicating that staff gets input from teachers regarding academic content but did not consistently discuss individual student needs.

31% of sites had proficient school connections in which staff actively collaborates with school-day staff to align activities with school/state standards and address individual student needs. 24% of sites considered their school connections to be exemplary as their staff meet multiple times during the semester to discuss the individual student’s needs and progress and how best to support skill development.

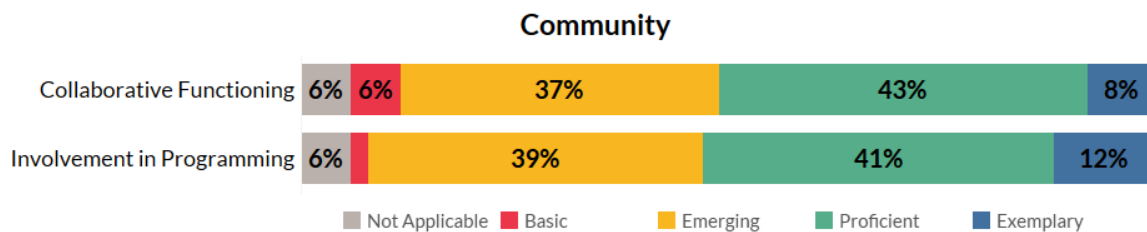
Additional Attention

Sites shared that additional attention was needed in the following categories:

- While some sites excelled at retaining close partnerships with partner schools, administration, and teaching staff, others struggled to establish a formal communication system regarding school and homework. Many sites iterated a need for more information from the schools on an individual student basis.
- Sites also shared struggles of maintaining active parent engagement in student homework and assignments. Many sites have programming during work hours, barring working parents from attending events and discussing homework expectations with site staff on a regular basis. These sites are looking for innovative ways in which to involve parents in the homework process.

Community Partnerships

The community partnerships category addressed aspects of collaborative functioning and involvement of the community in decision-making processes.



Collaborative Functioning

6% of sites indicated a basic level of collaborative functioning with the community as the program had some partnerships in the community that support the program. 37% of 21st CCLCs reported they were emerging, with functional partnerships in the community based on overlapping interests where some resources are shared informally and only as needed. 43% of sites had proficient collaborative partnerships in the community intentionally based on common goals. The partners engaged in collective goal setting and coordinated program activities across agencies. Partnerships went beyond one-sided contractual services. Instead, they involved sharing of financial resources. 8% of sites had exemplary interconnecting partnerships in the community where members engaged in joint decision-making for the program and shared staff and other resources across agencies for program activities. A formal committee of partnership members was in place to plan cooperative programming,

Involvement in Programming

2% of sites had basic community involvement in programming and rarely invited individuals who specialized in youth issues from the community to assist with on-site activities. 39% had emerging community involvement and occasionally invited individuals who specialize in youth issues from the community to assist with on-site activities. 41% of sites had proficient involvement and frequently invited community members to on-site activities and planned field trips. 12% of sites indicated exemplary community involvement with program staff and community members co-teaching programs.

Additional Attention

Sites did not indicate a need for further attention in this area beyond continuing to grow community outreach programming.

Summit School District Out-of-School-Time Program Case Study

The Summit School District Out-of-School-Time Program (Summit OST) provides a strong example of successful Community Partnerships. Summit OST students are now viewed as the go-to volunteer organization in the community after only two years of existence. Summit OST serves approximately 114 students, most of whom are in elementary and middle school.

Staff felt that it was imperative to ensure that students of Summit, a town of less than 300 residents, engage with the local and neighboring communities. During the summer, student groups are given their choice of enrichment activities during the week. Students with consistent attendance are allowed to participate in Friday field trips to locations as far as the South Dakota Discovery Center in Pierre, over 200 miles away.



Staff shared that students were particularly invested in volunteering and actively lobbied for more opportunities. Staff were met with tremendous community support as the program transitioned from approaching local businesses for projects to being actively sought out for student volunteers. Students have completed projects for local businesses including painting benches, clearing brush, and even planting a garden for a senior living center.

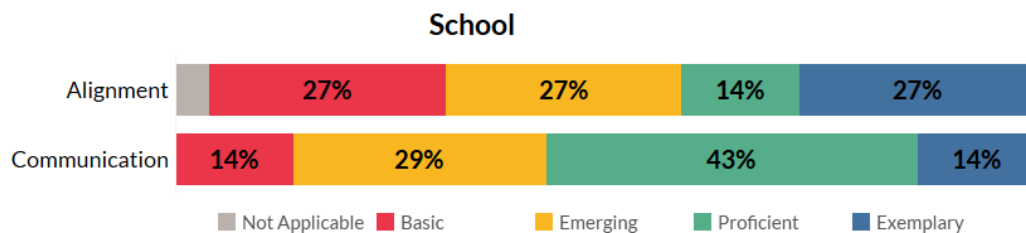
Students also devised a system of measurement for their volunteer work. Each student tracks their donated hours on a bar chart, with pieces of tape corresponding with number of hours worked. This board, along with other OST student projects, are showcased at the end-of-summer family night.

Summit OST programming is so popular that children from other school districts attend in the off-school months. Staff credit their active programming and free community meal program (subsidized by a grant from the Rural Child Poverty Nutrition Center with the University of Kentucky) for much of this success.



School Partnerships

The school partnerships category addressed aspects of communication with school staff and program alignment with school-day curriculum and goals.



Alignment

27% of sites shared only basic alignment with school partners. Staff had a limited awareness of school-day content and few activities were planned to be consistent with school-day topics. 27% of sites had emerging alignment as staff was aware of school-day content and able to plan some activities to be consistent with school-day topics. 14% of sites had proficient school alignment in which school staff provides some suggestions on choices of activities to complement school-day content. 27% of sites were exemplarily aligned with partnerships and collaborated to coordinate activities. 4% of sites felt school alignment does not apply to their programming.

Communication

14% of sites indicated basic communication with schools without formal procedures in place or scheduled meetings. 29% of sites reported emerging communication with school with an established formal

communication system though staff rarely discuss the needs of individual students with school-day staff. 43% of sites had proficient school communication and regularly employed an established communication system and site supervisors regularly sought advice from school staff on enrichment activities for both program and individual students. 14% of sites had exemplary communication with partner schools with regularly meetings focused on alignment and individual student skill development.

Additional Attention

Additional attention is required in the following categories:

- Sites identified the need for formal and consistent communication between schools. Many sites are interested in having lesson plan oversight from schools or teachers to ensure that after-school programming furthers school-day objectives.
- Sites requested a formal meeting schedule set in advance that would not be cancelled. Though sites understand that school staff are busy, they feel a consistent meeting schedule would best ensure that their programming is consistent with school-day learning.

Belle Fourche Middle School JAM Case Study

Though many programs struggled with retaining collaborative and transparent relationship with their local school district, Belle Fourche Middle School JAM holds a special relationship with the school district. The program was primarily initiated by the school district and holds most programming on school property. Program staff have close relationships with school teachers. If teachers feel that their students struggled to grasp a concept or need extra support, it is not uncommon for them to seek out JAM staff to incorporate concepts into their afterschool programming. Teacher initiated help is also common. When program staff observe students struggling with homework, they feel comfortable enlisting their teacher to collaborate to address the student's needs.



Staff identified the Mind Your Own Business Activity as one of their most successful youth leadership activities, which also furthers the program's visibility within the school and community. This activity has students experience the process of owning a business to develop math, entrepreneurship, art, and social skills. Students first develop a business plan by identifying a product they can make to sell. They then apply for a monetary loan from program staff to purchase materials for their business. (Staff are adamant that students have access to all they need without relying on family contributions.)

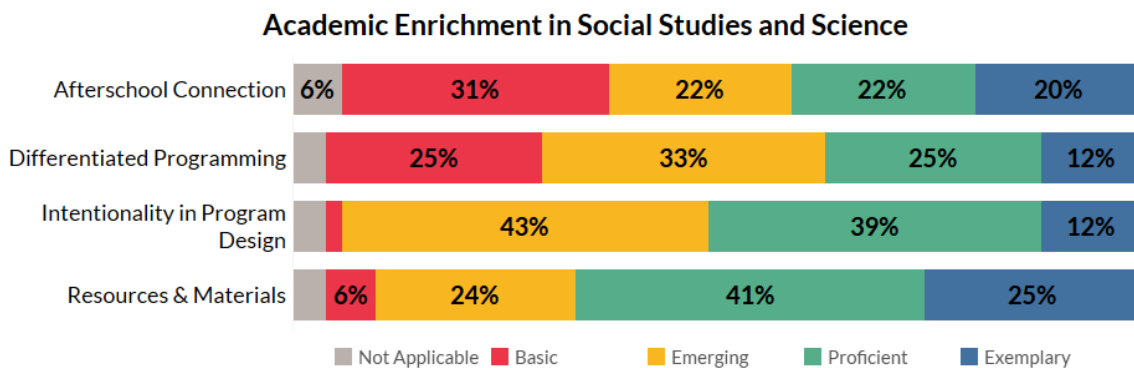
Students then create their product, establish a marketing plan, and price their items. School staff, families, and community members are then invited to an open market where they purchase student products. Previous products for sale have ranged from handmade sugar scrubs to antler-handle S'more pokers. Students then repay their loan to Belle Fourche JAM and keep the remaining profits.

The Belle Fourche Middle School Jam program serves 86 elementary and 314 middle school students in the Belle Fourche school district.



Academic Enrichment in Social Studies & Science

The social studies section addressed learning approaches that are hands-on, applied, project-based, and fun. Social studies and science enrichment activities start with the goal of improving student academic functioning in either subject and structure activities intentionally designed to build students' skills using approaches that likely differ from those used during the school day.



Afterschool Connection

31% of sites reported a basic connection to the school by which only limited information was obtained from the school on an informal basis for social studies and science activity planning. 22% of sites had emerging school connections by which site staff were aware of school-day content and some activities are planned to be consistent with school-day topics. 22% of sites were proficient in this area as the site supervisor regularly sought advice from school staff on social studies and science activities making

program activities complementary. 20% of sites reported exemplary connections where staff was aware of school-day content and the site supervisor seeks advice from school staff and incorporates curricula.

Differentiated Programming

25% of sites indicated a basic level of differentiated programming in which a single approach to social studies and science programming was offered for all students in the program. 33% of sites reported emerging differentiated programming in which staff was aware of struggling students and offered some specialized enrichment activities to accommodate them. 25% of sites were proficient in this area. Students were provided limited one-on-one additional supportive enrichment activities to address each student's social studies and science needs, from struggling to advanced. 12% of programs had exemplary differentiated programming which included formal, one-on-one support for students that included an individualized lesson plan which staff had sufficient planning time to design and complete.

Intentionality in Program Design

In terms of social studies and science, 2% of sites reported basic intentionality in program design indicating that activities were provided that had the general goal of supporting skill development in literacy, but they were usually not planned in advance and staff did not typically prepare formal lesson plans. 43% of sites reported emerging intentionality as activities were designed to be age-appropriate and efforts were made to tie activities to general learning goals with some advanced planning. 39% of sites were proficient and employed multiple methods of pre-planning instruction that allowed youth a range of learning experiences tied to state standards. 12% of sites considered themselves to be exemplary as their programming was diversified, sequential, active, and tied to local and state standards. Two sites did not offer any social studies or science programming.

Resources & Materials

6% of sites had basic, limited materials available to support social studies and science activities. 24% had emerging resources which include a variety of media and technology resources but are only available to programs on a limited basis. 41% of sites had proficient resources and materials which include media and technology that are available on an unlimited basis. 25% of sites reported exemplary, wide-ranging collection of resources that have been purchased and/or provided specifically to support specific types of skill development in social studies and science.

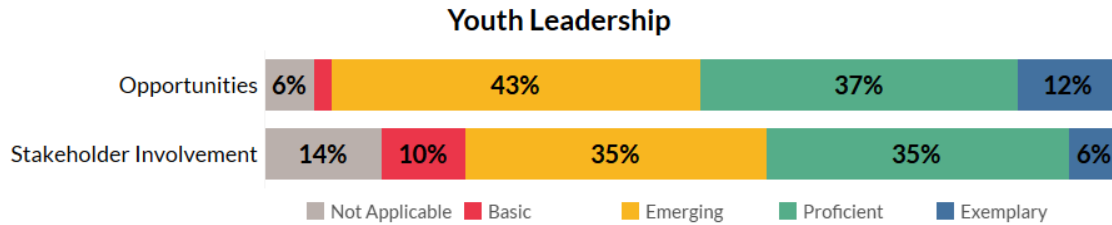
Additional Attention

Sites shared that additional attention was needed in the following categories:

- As with many of the other programming areas, some sites struggle to achieve consistent communication with school partners to ensure that their programming aligns with and reinforces classroom work.
- Sites also illuminated the need for more programming individualized to support specific student needs.

Youth Leadership

The youth leadership category addressed the opportunities that are afforded to youth to take responsibility, lead activities, and develop leadership skills.



Opportunities

2% of sites did not offer youth leadership opportunities. 43% of sites indicated emerging youth leadership opportunities that were largely informal but required youth to engage in leadership activities though an intentional youth leadership component was not explicit. 37% of sites had a proficient definition of “youth leadership” and identified corresponding activities in the program for youth to engage in. 12% of sites had exemplary opportunities as youth leadership was identified as a formal goal by the program and multiple opportunities were provided for youth to learn and exhibit leadership skills. 6% of sites felt youth leadership opportunities did not apply to their programming.

Stakeholder Involvement

10% of sites did not have stakeholder involvement nor connections with the community to engage youth in leadership activities outside the program. 35% had emerging stakeholder investment and have some connections with the community to engage youth in leadership activities but these efforts were available to a limited extent and only to some youth. 35% of sites have proficient stakeholder involvement by which the program actively sought out and arranged opportunities in the community for most program youth to demonstrate and/or learn leadership skills. 6% of sites had exemplary stakeholder involvement by engaging community members to plan and offer leadership opportunities for all youth outside of the program. Youth also had the opportunity to generate ideas on how to engage the community via projects or other leadership activities. 14% of sites felt that youth leadership stakeholder involvement did not apply to their programming.

Additional Attention

Overall, many sites indicated a need for more intentional planning of youth leadership opportunities. The need for additional attention was highlighted by sites in the following categories:

- Many programs are focused on identifying leadership opportunities for teen participants in the community. Some struggle to find opportunities for their students to build their leadership and community engagement skills.
- Many sites offer leadership opportunities for their older students but less so for those that are younger. Many indicated interest in better engaging programming for younger students.

Rapid City YMCA - Youth Institute Case Study

Youth Leadership emerged as the lowest scoring focus area for 21st CCLC grantees. One program, however, noticeably emerged as successful in this area. The Youth Institute (YI), a project of the Rapid City YMCA, was established in June 2012 as the first Youth Institute project outside of California. The Youth Institute gives students the opportunity to develop skills in digital media arts through the framework of youth development, character building, and leadership. Students learn programs such as Adobe Photoshop, Illustrator, InDesign, & Premiere. They also learn photography, how to write a script, film and edit a short film, and writing and designing a magazine. The YI program is comprised of two components: a full-day summer program that runs for 8 weeks between June and July and an after-school program that runs from September to May.

Each summer, the Youth Institute selects students through an application process that includes an essay of intent and an informal interview. Staff look for students that need a place to connect socially, many of whom may not have established friend groups or teams at school or stable family situations at home.

YI has a unique approach to staffing. Though the program has two full time adult employees, the remaining staff positions needed for the summer camp are filled by graduates of their program that are still in high school. They work with incoming students who, in addition to skill building classes, are tasked with making their own short film. Groups are formed and then expected to draft a script, storyboard the shots, cast actors, film, edit, and apply special effects to their films. Once complete, these short films are debuted in front of friends, family, and the larger community. Though staff assist with certain skills, the process is almost exclusively student led.

Staff credit their “I do, We do, You do” mentality with ensuring that students grow to be self-directed youth leaders. Staff enable younger students to lead their own learning path and encourage older students to teach skills and lessons to the younger students.



Technical Assistance Requests

21st CCLC sites were asked to share ways in which they believed SD DOE could provide additional assistance to their program. Technical assistance requests emerged from the data in the following categories: communication, evaluation and data collection, standardized and recommended materials, funding, state and national awareness, and training.

Communication

Requests for help with communication arose as the most prominent theme across all program areas and sites. Communication barriers were identified between a variety of stakeholders including; 21st CCLC staff, school administrators, families of students, and partner schools. Communication with SD DOE staff was not identified as an issue. In fact, respondents voiced gratitude for how accessible SD DOE staff have been for questions or recommendations. Many sites shared their appreciation for emails from SD DOE staff that shared programming opportunities and successes around the state.

A substantial number of sites reported a desire to improve communication with their partner schools and school districts. Sites shared desires for tools that would enable them to better collaborate effectively and build working relationships. Many teams shared that a closer relationship with school-day staff and teachers would help them better understand student progress, classroom objectives, and standards. Some sites expressed interest in hearing how other program sites had successfully gained information regarding specific student's learning needs.

“Although they appreciate us and we have a good personal relationship with them, we struggle to build the communication bridge in which we can share information regarding the students’ assignments and awareness of what they are working on standard-wise within their classrooms.”

- 21st CCLC Teacher on communication with school-day teachers

Respondents also identified the need for better lines of communication between 21st CCLC administration and 21st CCLC staff. Sites varied in their approach to staff meetings and communication. Though it is unclear how SD DOE could facilitate growth in this area, some sites shared a desire for more consistent communication tools (i.e. tools to send messages or curriculum back and forth).

Some sites identified communication with parents and families to be an area of concern. Responses focused on a range of issues from engendering family ownership of their role in their child's programming to soliciting feedback from parents. One site asked for examples of parent surveys that have been successful at other sites.

Evaluation and Data Collection

Many sites shared desires to better employ data to drive programming. Sites also reported a need for improved avenues for youth input in programming, from surveys to reflection time. Sites look to SD DOE and fellow 21st CCLC grantees for further advice and guidance on how to make data-driven decisions.

Standardized and Recommended Materials

A number of sites voice the need for more standardized and SD DOE recommended materials. The largest single resource request revolved around partner identification, recruitment, and retention. A number of sites particularly requested a list of local organizations and businesses that could serve as potential program partners in their service area. Others also asked for guidance on how to involve guest speakers that promote youth development or leadership. Partner identification was also seen as a means by which the sites could further their sustainability with either in-kind or fiscal donations from local partners.

Sites shared a desire for the standardized SD DOE materials pertaining to the following:

- 21st CCLC program manuals with guides to best practices in all areas that are found to create a high-quality afterschool program.
- Educational materials that are flexible for after-school programs.
- Resources with suggestion on how best to use community partners.
- Differentiated learning training resources.
- Resources on state standards and best practices.
- Resources on how to talk to students about diversity.
- Leadership activities and ideas for students.
- Resources that relate to increasing funding security and diversity.
- Marketing or program promotion assistance or materials.

Funding

As stated above, many 21st CCLC sites are fully dependent on SD DOE funding. Though all sites voiced need for more sustainable funding sources, specific smaller-scale funding requests also emerged. Sites shared the need for financial support for travel to and participation in professional development opportunities, the purchase sports equipment for their programs, and small grants that would allow their site to diversify their existing program activities.

State and National Awareness

Respondent sites indicated a keen interest in national and state standards. Sites requested resources and trainings that would cover current state and national standards they are required to meet. Furthermore, sites also requested examples of best practices at the state and national level. One site also requested a statewide database that could serve the comparative information needs for sites and schools.

Training

Many sites called for a renewed effort for a variety of trainings for a variety of stakeholder groups. 21st CCLC teachers requested trainings in the following topic areas:

- Differentiated learning.
- Mental health and special needs.
- Behavior management.
- Social-emotional training.
- Increasing parent involvement.
- Youth development and leadership programming.
- Programming that integrates age groups.
- Diversity.

Responses also indicated keen interest in SD DOE continuing to provide training opportunities for administrators. Formalized opportunities were requested with modules on fiscal management, data collection, program evaluation, grants management, resource development, marketing, human resources, and staff development. Many also requested focus on how to build communication avenues between staff, program administrators, and even school boards.

Appendix A – Legal History of 21st Century Community Learning Centers

The 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. The 21st CCLC program provides federal funding to establish and expand community learning centers that provide high-need and high-poverty students with after-school academic enrichment opportunities along with activities designed to complement the students' regular academic program. Per section 4201 of the adopted legislation, these centers should:

- (A) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics;*
- (B) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and*
- (C) offer families of students served by community learning centers opportunities for literacy and related educational development.⁶*

The Legislation defines 21st Century Community Learning Centers as entities that:

- (A) assists students in meeting state and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and offers families of students served by such center opportunities for literacy and related educational development.⁷*

⁶ Every Student Succeeds Act. Pub. L. 114-95, 129 Stat. 1803 (2015).

⁷ Every Student Succeeds Act. Pub. L. 114-95, 129 Stat. 1803 (2015).

Appendix B – 21st CCLC Grantee Sites

Alcester-Hudson

- Alcester-Hudson School District

Armour

- Armour School District

Belle Fourche

- Belle Fourche Elementary
- Belle Fourche High School
- Belle Fourche Middle School

Chamberlain

- Chamberlain School District

Custer

- Custer YMCA -- Custer

Dupree

- Dupree School District

Edgemont

- Custer YMCA -- Edgemont

Flandreau

- Boys and Girls Club of Moody County

Fort Pierre

- Stanley County School District

Fort Thompson

- Crow Creek Tribal School

Hermosa

- Custer YMCA --Hermosa

Huron

- Huron School District sites at Buchanan Elementary, Madison Elementary, and Washington Elementary

Kadoka

- Kadoka School District

Lower Brule

- Boys and Girls Club of Lower Brule

McIntosh

- McIntosh School District

Mission

- Boys and Girls Club of Rosebud

Mitchell

- Mitchell School District sites at Longfellow Elementary, LB Williams Elementary and Middle School

Mobridge

- Mobridge-Pollock School District

Pine Ridge

- Red Cloud Indian School

Rapid City

- General Beadle Elementary - Rapid City Area School District
- Horace Mann Elementary - Rapid City Area School District
- Knollwood Elementary - Rapid City Area School District
- Rapid City Club for Boys
- Rapid City High School
- Rapid City YMCA sites at North Teen Center, Canyon Lake, Rapid Valley, Robbinsdale, South Canyon, South Park, Valley View, Youth Center, and Youth Institute at Downtown Teen Center
- Youth and Family Services Boys Advocacy
- Youth and Family Services Girls Inc

Rosebud

- Boys and Girls Club of Rosebud

Sioux Falls

- Boys and Girls Club of the Sioux Empire
- Lutheran Social Services of South Dakota
- Multicultural Center
- Volunteers of America, Dakotas - Kids Campus and Youth Link/STARS
- Washington Pavilion

Summit

- Summit School District

Wagner

- Boys and Girls Club of the Missouri River Area – Marty
- Boys and Girls Club of the Missouri River Area – Wagner

Wakpala

- Smee School District

Watertown

- Boys and Girls Club of Watertown with additional sites at Mellette Elementary, Roosevelt Elementary, McKinley Elementary, Watertown Intermediate School, Watertown Middle School

Waubay

- Enemy Swim Day School

Wolsey

- Wolsey-Wessington School District

Appendix C – Detailed Self-Assessment Rating Scores

| Focus Area | Indicator | Indicator Weighted Average | Rank |
|--------------------------------|----------------------------------|----------------------------|------|
| Program Climate | Peer Interactions | 43.0 | 1 |
| | Youth/Adult Interactions | 42.8 | 2 |
| | Psychological Safety | 42.5 | 3 |
| | Rules and Behavior Management | 42.0 | 4 |
| Management | Financial Oversight | 44.0 | 1 |
| | Financial Advisors | 43.0 | 2 |
| | Supervision | 42.5 | 3 |
| | Staff Meetings | 40.3 | 4 |
| | Handbook | 38.8 | 5 |
| Resources | Safety Procedures | 44.8 | 1 |
| | Program Supplies | 43.8 | 2 |
| | Program Space | 42.3 | 3 |
| | Staff Qualifications | 42.3 | 4 |
| | Volunteer/Youth Involvement | 35.3 | 5 |
| Staff Capacity and Development | Staff Qualifications | 43.8 | 1 |
| | Staff Trainings | 43.0 | 2 |
| | Staff Input on Training | 35.8 | 3 |
| Program Goals and Objectives | Diversity/Inclusion | 39.3 | 1 |
| | Systematically Reviewed | 38.8 | 2 |
| | Stakeholder Awareness | 34.5 | 3 |
| Families | Communication | 39.0 | 1 |
| | Involvement in Programming | 35.5 | 2 |
| Evaluation and Data Collection | Evaluation Procedures | 39.0 | 1 |
| | Data Collection | 37.5 | 2 |
| | Use of Data | 35.0 | 3 |
| Recreation Programming | Resources & Materials | 39.5 | 1 |
| | Intentionality in Program Design | 34.3 | 2 |
| Arts Enrichment | Resources & Materials | 38.8 | 1 |
| | Intentionality in Program Design | 34.3 | 2 |
| Youth Engagement | Range of Offerings | 40.3 | 1 |
| | Reflection | 33.8 | 2 |
| | Youth Choice | 32.8 | 3 |
| Marketing and Advocacy | Marketing | 38.8 | 1 |
| | Program Director Activities | 35.5 | 2 |
| | Staff Activities | 31.3 | 3 |
| Funding | Funding Security | 34.5 | 1 |
| | Diverse Funding Sources | 34.0 | 2 |

Appendix C – Detailed Self-Assessment Rating Scores (Cont.)

| Focus Area | Indicator | Indicator Weighted Average | Rank |
|---|----------------------------------|----------------------------|------|
| Academic Enrichment in Literacy | Resources & Materials | 37.8 | 1 |
| | Intentionality in Program Design | 32.3 | 2 |
| | Differentiated Programming | 32.3 | 3 |
| | Afterschool Connection | 29.3 | 4 |
| Health and Safety Programming | Food & Nutrition | 38.0 | 1 |
| | Resources & Materials | 30.8 | 2 |
| | Intentionality in Program Design | 28.3 | 3 |
| Academic Enrichment in Mathematics | Resources & Materials | 37.8 | 1 |
| | Intentionality in Program Design | 31.5 | 2 |
| | Differentiated Programming | 29.5 | 3 |
| | Afterschool Connection | 28.0 | 4 |
| Homework Assistance | School Connections | 32.3 | 1 |
| | Family Connections | 31.5 | 2 |
| | Schedules & Activities | 31.0 | 3 |
| Community | Involvement in Programming | 32.0 | 1 |
| | Collaborative Functioning | 30.8 | 2 |
| School | Communication | 32.8 | 1 |
| | Alignment | 29.8 | 2 |
| Academic Enrichment in Social Studies and Science | Resources & Materials | 35.5 | 1 |
| | Intentionality in Program Design | 32.3 | 2 |
| | Afterschool Connection | 27.8 | 3 |
| | Differentiated Programming | 27.5 | 4 |
| Youth Leadership | Opportunities | 31.5 | 1 |
| | Stakeholder Involvement | 26.8 | 2 |

About the Black Hills Knowledge Network

The Black Hills Knowledge Network (BHKN) is an online community information service that connects people to local information and ideas within the Black Hills region. BHKN staff work with librarians and community organizations to aggregate and organize local news, resources, data, and historical archives from a variety of sources. The organization also seeks to engage citizens and educate community leaders regarding the value of local information for decision-making.

In addition to the core activity of providing local content online, BHKN provides a limited amount of free technical assistance and training to local nonprofits, government, researchers, and community organizations, as well as to the general public. Staff are also available on a fee-for-service basis to consult on larger economic data projects, program monitoring and evaluation, report writing, needs assessments, and assistance with grant proposals or reports. These revenues help sustain the project and its public benefits.