

21st Century Community Learning Centers

2015 Executive Summary



“The work our 21st Century Community Learning Centers grantees do in the out-of-school and summer program setting ensures learning doesn’t stop for South Dakota students simply because the school day or school year is done. Their commitment is helping prepare our state’s students for college, career and life.”

Melody Schopp,
Secretary of the South Dakota Department of Education

Our future

begins
one
child
at a
time.



Introduction

Since 2002, the South Dakota Department of Education has administered the federally-funded 21st Century Community Learning Centers (CCLC) programs. Our goal is to support the creation or expansion of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly those who attend high-poverty and low-performing schools.

The program helps students meet state and local student standards in core academic subjects such as reading and math, offers students a broad array of enrichment activities that can complement their regular academic programs, and offers literacy and other educational services to the families of participating children.

Purpose

The purpose of this report is to support continuous program improvement. High-quality out of school programs are an integral part of ensuring both academic and developmental needs of youth are met.

The report methodology used an in-depth self-assessment in four key areas: administration, academic programming, youth development, and partnerships. Each site formed a team of stakeholders to rate, from basic to exemplary, detailed questions in each of the four key areas. The process allowed each team to identify areas of strengths and challenges. They then created action plans on how they would address areas of greatest need. The results were submitted directly to an independent entity - The Red Stone Education Group - for tabulation and analysis.

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Demographics

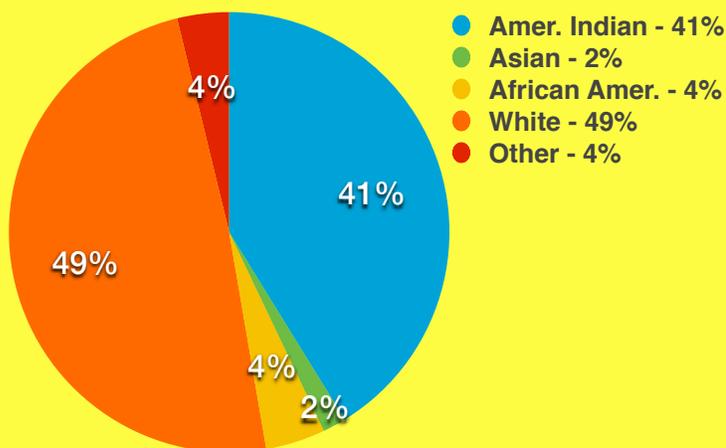
STUDENT DEMOGRAPHICS

- 9,739 students were enrolled in South Dakota's 21st Century Community Learning Centers in the 2014-2015 school year.
- 334 of the students were considered English Language Learners.
- 4,613 students attended full-time (30 days or more).
- 7,342 students attended part-time (30 days or less).
- 3,375 students attended during the summer.
- 7,496 students attended both summer and school year sessions.
- 1,697 parents or guardians participated in both full-time and part-time programs.

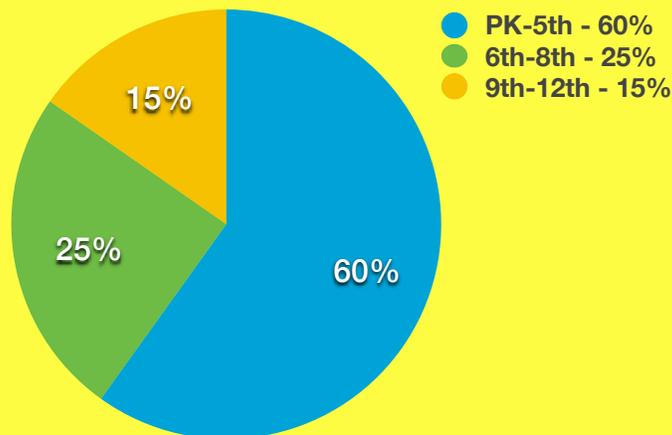
SITE DEMOGRAPHICS

- 61 sites in South Dakota currently receive 21st Century Community Learning Centers grants.
- 21st Century Community Learning Centers were open for a cumulative 2,215 weeks during the school year.
- 21st Century Community Learning Centers were open for a cumulative 438 weeks during the summer.
- 21st Century Community Learning Centers funded 121 full-time staff positions and 410 part-time staff positions during the school year.
- 21st Century Community Learning Centers funded 164 full-time positions and 189 part-time positions during the summer session.

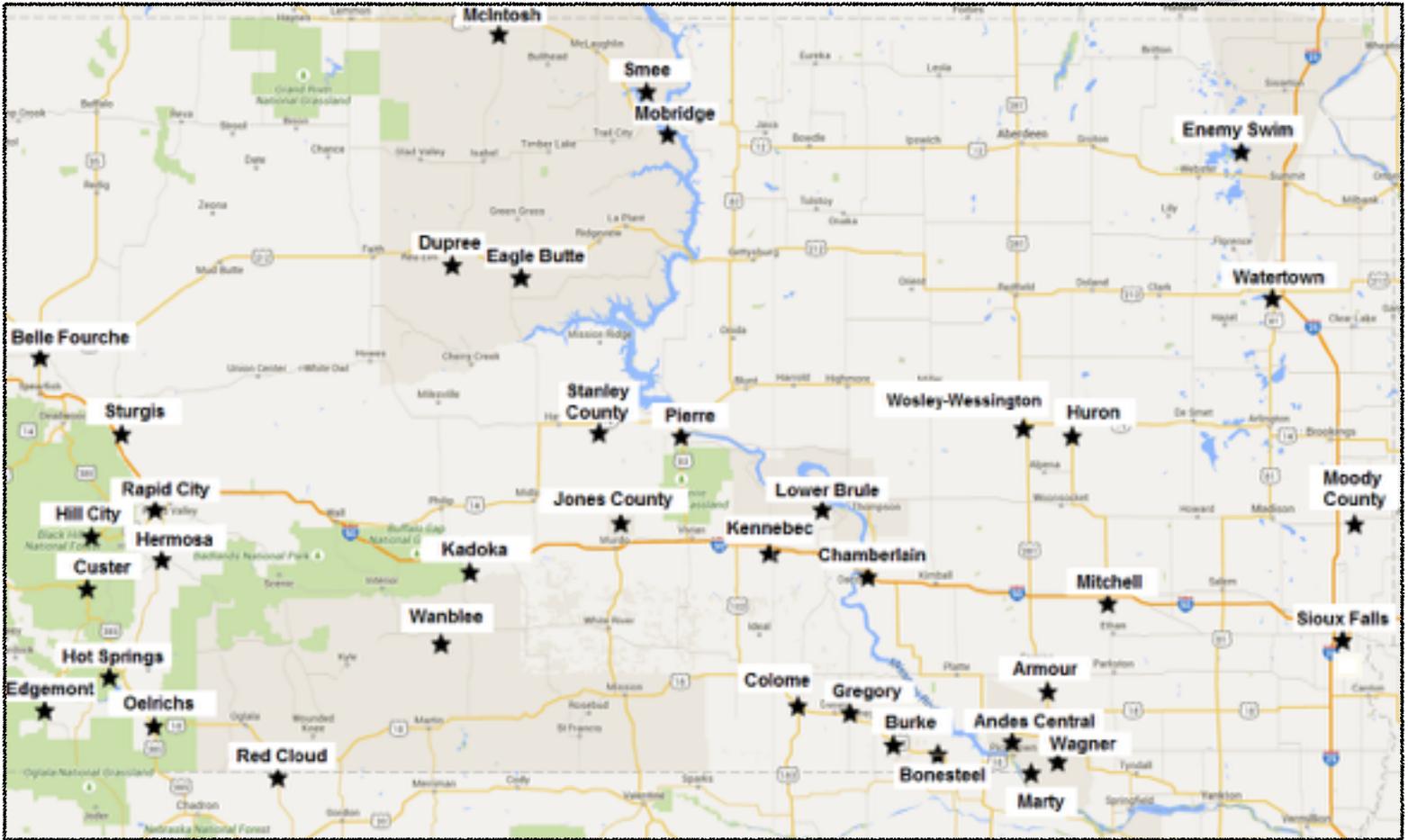
STUDENTS BY RACE/ETHNICITY



STUDENTS BY GRADE



South Dakota 21st Century Sites



- Belle Fourche:**
Middle School
Elementary & High School
- Sturgis:**
Action for the Betterment of the Community
- Rapid City:**
YMCA - Canyon Lake/Robbinsdale
YMCA - Rapid Valley/Valley View
YMCA - South Park/North Teen Center
YMCA - Youth Outreach Center
YMCA - Downtown Teen Center
Rapid City High School
General Beadle Elementary
Knollwood Elementary
Horace Mann Elementary
Club for Boys
- Custer:**
YMCA - Custer, Edgemont, Hermosa
- Boys & Girls Club of the Black Hills - Hill City, Hot Springs, Oelrichs
- Red Cloud Indian School & Our Lady of Lourdes

Site Locations

- Three Rivers Education Coop - Kadoka & Wanblee
- McIntosh School District
- Dupree School District
- Eagle Butte School District
- Smee School District
- Mobridge - Pollock School District
- Jones County School District
- Stanley County School District
- Pierre School District - McKinley Elementary
- Three Rivers Coop - Parents as Teachers - Kennebec
- Boys & Girls Club of Lower Brule
- Highway 18 Academic Alliance - Colome, Gregory, Burke, Bonesteel
- Chamberlain School District
- Wolsley-Wessington School District
- Andes Central School District
- Armour School District

- Boys & Girls Club of Wagner & Marty
- Huron School District - Buchanan, Madison, & Jefferson Elementary Schools & Huron Middle School
- Mitchell School District - L.B. Williams & Longfellow Elementary Schools & Mitchell Middle School
- Enemy Swim Day School
- Boys & Girls Club of Watertown
- McKinley, Mellette & Roosevelt Elementary Schools & Watertown Middle School
- Boys & Girls Club of Moody County
- Sioux Falls:
Volunteers of America - STARS
Volunteers of America - Kids Campus
Washington Pavilion
Lutheran Social Services - Hilltop, Our Saviors Lutheran, East Side Lutheran
Boys & Girls Club of the Sioux Empire

Enrichment Activities



The 21st Century Community Learning Centers sites offered a broad array of programs and activities. The overwhelming majority of centers – over 90% - provided academic enrichment activities in reading and math. A similar percent offered homework assistance and tutoring. Approximately 70% made art, music or science education available. Over half of the sites offered character education. Other activities included cultural awareness (35%), job exploration (30%), community service (30%), leadership development (25%), and mentoring opportunities (20%).



Students participate in science fair activities such as “How does water move through plants.” All sites exhibited programs which aligned with state and national guidelines for science based programming.



Students attended classes in reading, writing and math funded through the 21st Century Community Learning Centers Program.

Students and families had the opportunity to attend cultural events which highlight the local, diverse background of the community. The Welcome Back Wacipi is a gathering which celebrates Native culture through song and dance.

RATING KEY

BASIC

Polices and practices exist within the program but are under developed formally and informally.

EMERGING

The program begins to move beyond the basics into strengthening polices & practices that achieve a higher degree of effectiveness in the program.

PROFICIENT

The program has begun to connect polices & practices so that they produce an environment that directly supports a goal of positive youth development.

EXEMPLARY

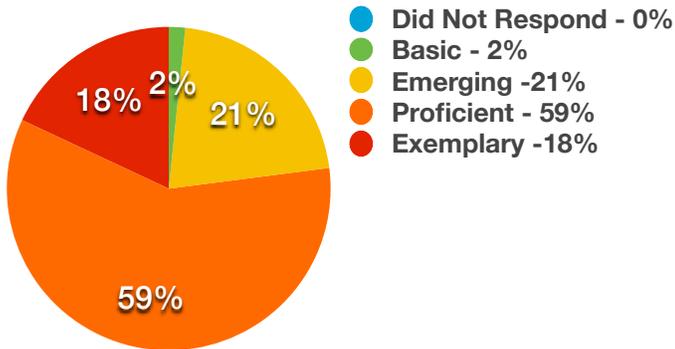
The program intentionally creates and adjusts systems and environments that support positive youth development and achievement of youth outcomes.

ADMINISTRATION ASSESSMENT

These categories are related to administration and management of out-of-school programs. Although program content and site environment are at the heart of supporting positive youth development, issues of operation such as staff capacity, resource management, funding, and sustainability are all essential for a quality program.

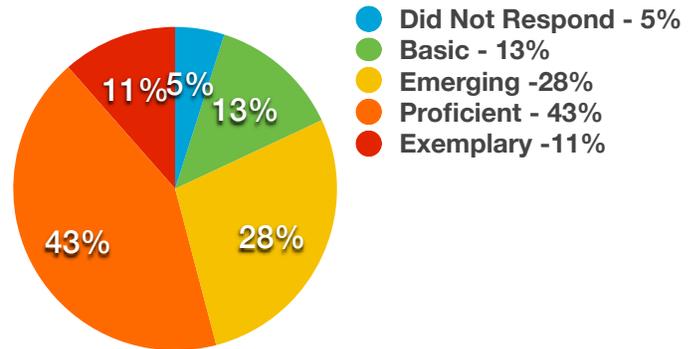
Staff Training

*59% offered a range of trainings including directly relating to positive youth development.
18% had a process for continuous review of staff's development plans*



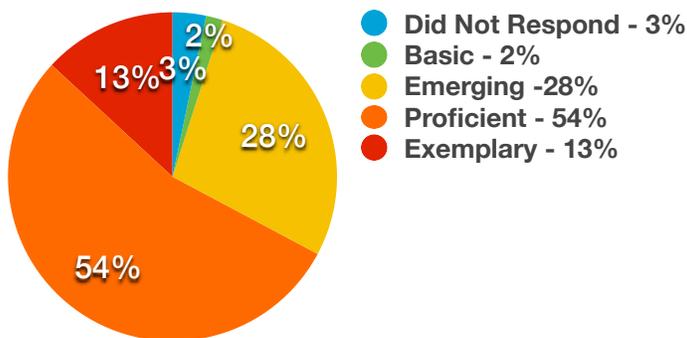
Diverse Funding Sources

*28% utilized partner's resources to support the program.
43% identified, pursued, and acquired longer-term funding to maximize existing funding*



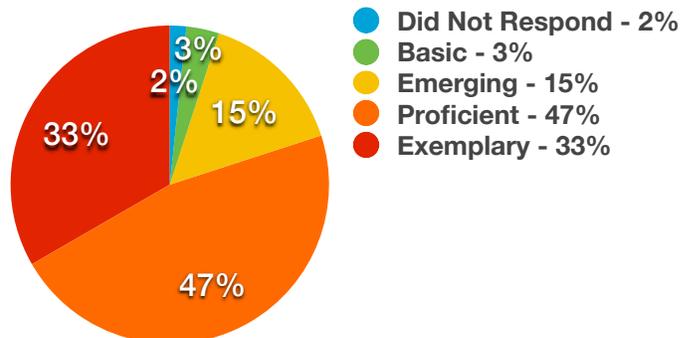
Goals & Objectives

*54% of the sites were fully aware of the program goals, objectives & connection to activities.
13% had a formal process in place to connect program theory with practices.*



Staff Qualifications

*47% of site staff qualifications were reviewed and updated.
33% of sites reported well defined recruitment, hiring and retention policies.*



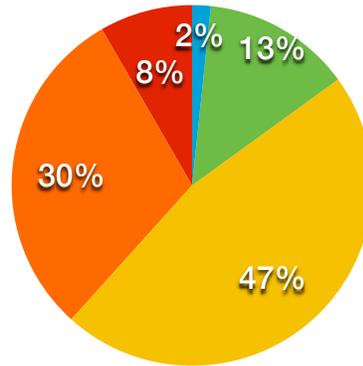
PROGRAMMING ASSESSMENT

These categories address youth development programming in the areas of academics, art, health, and recreation.

ACADEMIC ENRICHMENT IN MATHEMATICS

47% of sites had staff that was aware of school day content and activities were planned to be consistent with school day topics.

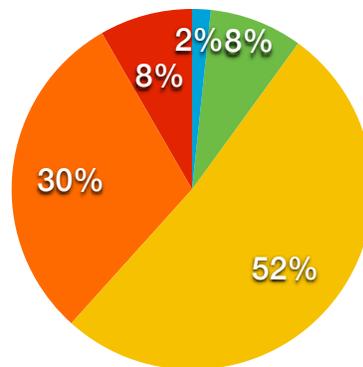
30% operated at a level in which the supervisor would regularly seek advice from school staff on mathematics activities.



DIFFERENTIATED PROGRAMMING IN LITERACY

52% of sites had staff that was aware of struggling students. Some specialized enrichment activities were offered.

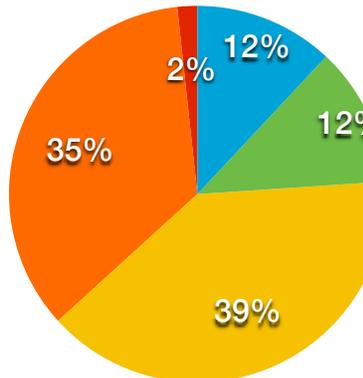
30% of sites began the process to assess all student needs and planned supportive activities as appropriate.



INTENTIONALITY IN PROGRAM DESIGN

39% of sites offered specific programming relating to health and/or safety.

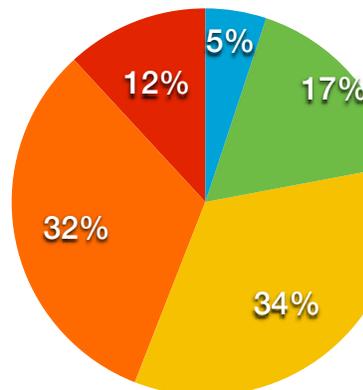
35% of the sites provided a range of health and/or safety activities where youth were given choices for participation. The majority of activities were planned in advance with formal lesson plans tied to specific learning goals.



FAMILY CONNECTIONS

34% of sites communicated and sought input from parents to support homework assistance in a consistent way.

32% of the sites offered an informal communication system between program and parents. Staff made an intentional effort to provide and receive information on student needs and progress from both parents and teachers.



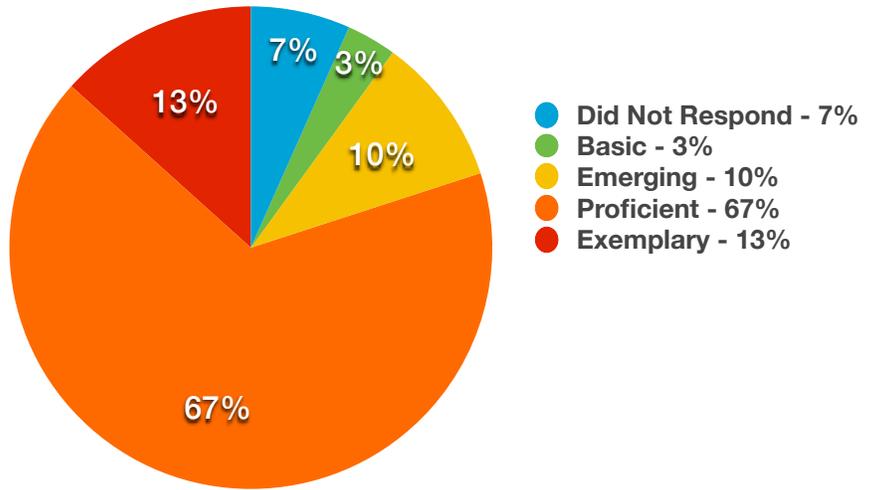
YOUTH DEVELOPMENT ASSESSMENT

These categories relate to creating supportive, interactive, and engaging environments for youth.

YOUTH ENGAGEMENT RANGE OF OFFERINGS

67% of sites had a variety of activities available during the program cycle.

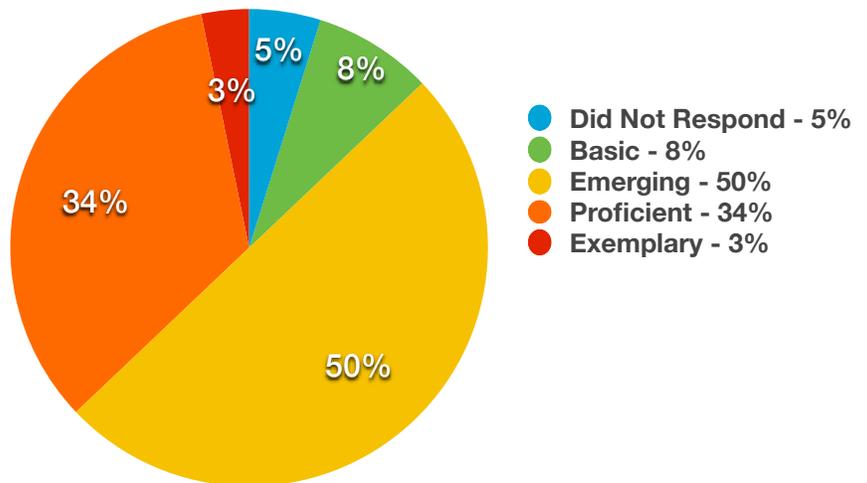
13% of sites had activities designed and delivered to intentionally support the development of positive youth outcomes.



LEADERSHIP OPPORTUNITIES

50% of sites had programs which provided some largely informal opportunities for youth to take responsibility and engage in leadership activities.

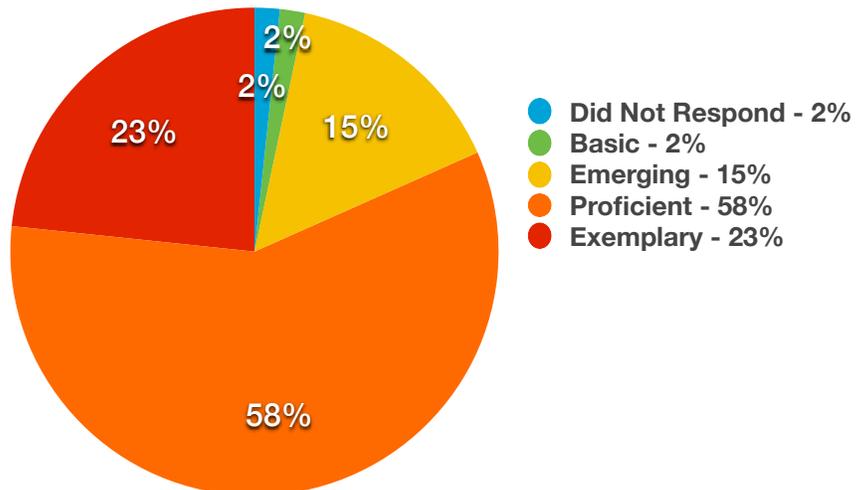
34% of sites had developed a working definition of “youth leadership” and identified corresponding activities/ opportunities in the program.



PROGRAM CLIMATE YOUTH-ADULT INTERACTIONS

58% of sites had staff and youth interactions that were positive and youth input was encouraged.

23% of sites reported staff/youth interactions were overwhelmingly positive and youth input in activities was consistently integrated into activity planning with formal processes in place.



SITE CELEBRATIONS

The Youth Institute YMCA, Rapid City

"Each summer begins with a weeklong wilderness retreat to help our teens realize that even though they are extremely diverse from one another they can work together to better themselves and their community. Once teens complete the wilderness retreat, they are a family. We still have teens/young adults form the first class 4 years ago who come back daily to mentor and teach."



Shawn Hayford, Outreach Coordinator

"The Youth Institute has been a positive influence in our son's life. He has developed leadership and communication skills while working with other teens of diverse backgrounds. His understanding of technology through project based activities, college visits, field trips and guest speakers has been invaluable. We have been impressed with the development of this program and greatly appreciate the impact it has had on our son."

Jennifer Jordan - Parent of a 21st CCLC student

"Everyone here is like family and they have each others' backs no matter what. I am able to learn new things that most people don't have the ability to learn. It is a blessing to have."

**Joseph Robes -
21st CCLC
student**



Volunteers of America, Dakotas Bowden Youth Center, Sioux Falls

"It provides opportunities to the population we serve to improve academically and socially, allowing all students to succeed."

Ashley Lynch - Instructor



"As a single father of 3, the Kids Campus program has been so important to my family and me. Knowing that they will be picked up from school, receive help with their homework, and receive positive role modeling is very comforting."

Michael Smith - Parent of a 21st CCLC student



"Kids Campus is all about safety and having fun."

Michael Hernandez - 21st CCLC student

COMMUNITY PARTNERS

Community Collaboration

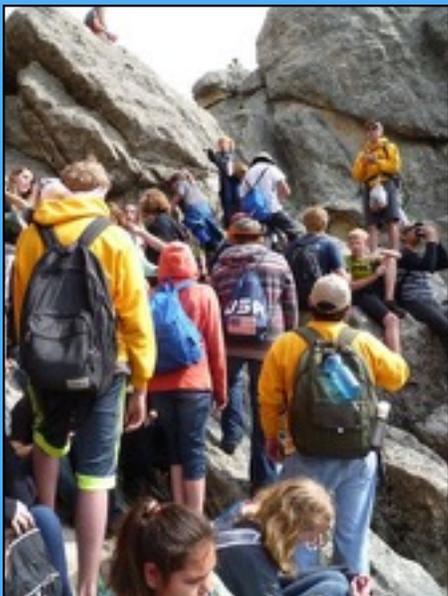
All 21st CLCC program sites involved partnerships between schools and community organizations. These far reaching collaborations allowed maximization of resources to better meet the academic and social needs of students and stakeholders. Partnerships ranged from public libraries, museums, cultural and historic societies, science centers, media outlets, community based meal programs, governmental entities such as Game, Fish and Parks to local businesses that provided no-cost services that included mentoring and job exploration. These types of relationships allowed individual sites to develop activities and programs that were best suited to meet individual student needs and reflected stakeholder interest to improve their local community.



A student attended a filming workshop at the Elks Theater in Rapid City, SD.



Kindergarten students built rockets with the assistance of the Boy Scouts.



Students explore nature through partnerships with Game, Fish and Parks.



The 21st CCLC sites created nutrition and exercise based programming activities with the help of community partners. Students had the opportunity to learn the science behind exercise at the Children's Museum and to play basketball during a program at the Bowden Youth Center in Sioux Falls.

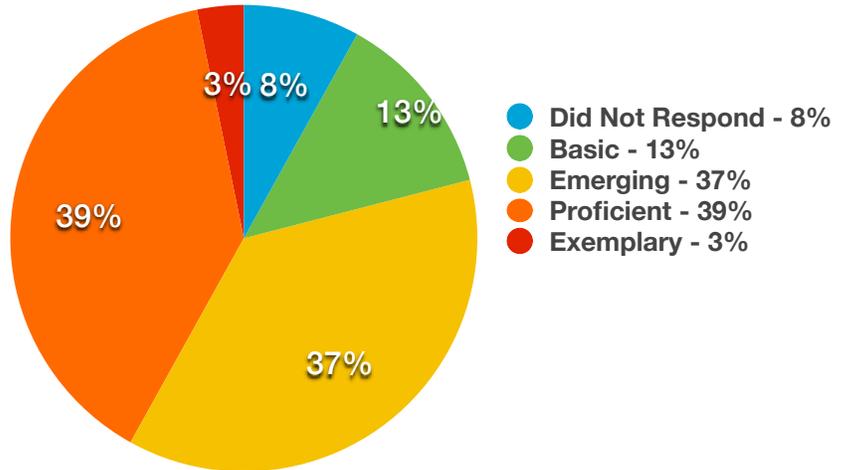


PARTNERSHIP ASSESSMENT

These categories address forming partnerships within their communities and with students, schools and families.

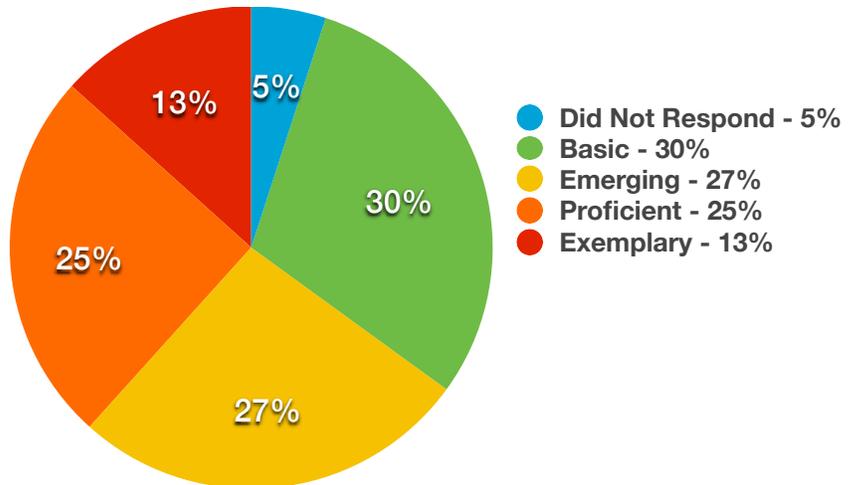
COMMUNITY INVOLVEMENT IN PROGRAMMING

37% of sites occasionally and 39% of sites frequently had a program which invited community members who specialized in youth issues to assist with on-site activities.



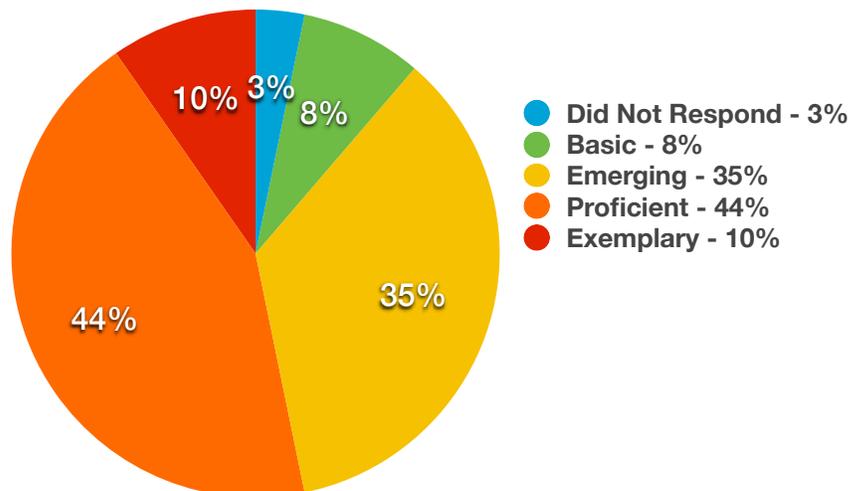
SCHOOL ALIGNMENT

27% of staff was aware of school day content and some activities were planned to be consistent with school day topics. 25% of school staff provided some suggestions on choices of activities to complement school day content.



FAMILY INVOLVEMENT IN PROGRAMMING

35% of sites had occasional special events for families of children in the program. 44% of sites frequently held events throughout the year that gave families the opportunity to engage in activities with their children. Events were clearly tied to learning goals and objectives of the program.





CONCLUSIONS AND RECOMMENDATIONS

In the year 2014-2015 attendance in South Dakota's 21st Century Community Learning Centers had an overall positive impact on student academic advancement and social skill development. Program sites served nearly 13,000 students throughout the state: 36% of the students were Native American, 52% were white, and 12% of the population were Asian, African American, Hispanic or other ethnicity.

The grantees, in conjunction with numerous partners, provided a safe and nurturing place to learn, grow and explore through various supervised activities. Activities included but were not limited to:

- Visual media projects
- Performing arts
- Literacy programs
- Nutritional education
- Tutoring
- Science, Technology, Engineering and Mathematics (STEM) programs

The completed self-evaluations encompassed several re-occurring themes when determining program strengths as seen in the following:

- Highly qualified staff upheld program goals and objectives.
- Activities were designed and delivered to support the development of positive youth outcomes,

including social and emotional skills, responsible decision-making, self-efficacy and confidence.

- Programming included youth-led planning committees and advisory councils.
- Staff utilized positive behavior management through clearly defined expectations.
- Staff consistently worked with youth side-by-side and circulated to interact with youth during activities.
- Participation of parents/families of students continued to grow.

While the 21st CCLC program is meeting its core objectives, the following areas should be considered for possible implementation as the program moves forward. The state should consider providing technical assistance in the following areas:

1. Enhance after school programming to more closely align with school day activities.
2. Increase communication with school-day staff regarding needs on an individual basis.
3. Continue the expansion of academic tutoring programs to enhance the quality of the overall program state-wide.
4. Increase special events to incorporate family participation.
5. Create connections to engage youth in leadership activities within the community.
6. Continue to integrate community partners.



End Notes

The data reported in this document reflects self evaluation of 61 grantees. The percentages of sites responding are based on a denominator of 61. An impact evaluation analyzing whether participants would have had similar or different outcomes had they not been in the program is beyond the scope of this evaluation. No control group exists with which to compare participants' outcomes. Therefore, the evaluation was limited to assessing direct attitudes and outcomes of program participants and staff.

About The Red Stone Group

Established in 2003, with headquarters in Rapid City, SD, The Red Stone Education Group is an independent, nonpartisan, educational consultant group which conducts research and delivers technical assistance both domestically and internationally. The Red Stone Group is committed to empowering communities and institutions with tailored solutions to the most critical challenges in education.

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