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Research to Practice: Evidence-Based Afterschool Programs

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Purpose

To provide opportunities for communities to establish or expand activities in community learning centers that —

- ◆ (1) 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;
- ◆ (2) 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
- ◆ (3) offer families of students served by community learning centers opportunities for literacy and related educational development.

History

- Since 2002-2003 State Education Agencies (SEA's) have administered the grant under NCLB
- Grants may be awarded by the state for either three, four, or five years
- Virginia awards the Title IV-B grant for three years

2011-2012 State Profile

• Cohort 7 (2008-2009; some in carryover)	38
• Cohort 8 (2009-2010)	34
• Cohort 9 (2010-2011)	32
• Cohort 10 (2011-2012)	38
Total	142

Authorized Activities

- P.L. 107-110, Part B Authorized Activities (12)
 - (a) AUTHORIZED ACTIVITIES- Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before and after school activities (including during summer recess periods) that advance student academic achievement, including —
 - (1) remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
 - (2) mathematics and science education activities;
 - (3) arts and music education activities;
 - (4) entrepreneurial education programs;
 - (5) tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
 - (6) programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;
 - (7) recreational activities;
 - (8) telecommunications and technology education programs;
 - (9) expanded library service hours;
 - (10) programs that promote parental involvement and family literacy;
 - (11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and
 - (12) drug and violence prevention programs, counseling programs, and character education programs.

Eligible Entities

- ◆ Local educational agency
- ◆ Community-based organization
- ◆ Another public or private entity
- ◆ Non profit or for profit organization
- ◆ A consortium of two or more of such agencies, organizations, or entities

21st CCLC Web Page

- General information, *Request for Proposals* application
- Administrative documents
- List of awards
- Technical assistance documents
- Out-of-school time resources/guidance
- List of 21st CCLC grant coordinators

21st CCLC Web Page

The screenshot shows the Virginia Department of Education (VDOE) website. At the top, there is a navigation bar with "Virginia.gov", "Online Services", "Commonwealth Sites", "Help", and "Governor". A search bar for "Search Virginia.gov" is on the right. Below this is a banner for the "VIRGINIA DEPARTMENT OF EDUCATION" with a torch icon and a "Text Size: A A A" option. The main navigation bar includes "Home", "Federal Programs", "ESEA (NCLB)", "Title IV", "Part B: 21st Century Community Learning Centers", "Staff Contacts", and "Search VDOE". A dropdown menu for "Federal Programs" is open, listing "ELEMENTARY & SECONDARY EDUCATION ACT (ESEA)" with a "MAIN MENU" sub-menu. The sub-menu items are: "Title I: Improving the Academic Achievement of the Disadvantaged", "Title II: Preparing, Training & Recruiting High Quality Teachers & Principals", "Title III: Language Instruction for Limited English Proficient & Immigrant Students", "Title IV: 21st Century Schools", "Title V: Promoting Informed Parental Choice & Innovative Programs", "Title VI: Flexibility & Accountability", "Title VII: Indian, Native Hawaiian & Alaska Native Education", and "Title VIII: Impact Aid Program".

VIRGINIA DEPARTMENT OF EDUCATION

Home » Federal Programs » ESEA (NCLB) » Title IV » Part B: 21st Century Community Learning Centers

TITLE IV

PART B: 21ST CENTURY COMMUNITY LEARNING CENTERS

The 21st Century Community Learning Centers (Title IV, Part B) program supports the creation of opportunities for academic enrichment during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local standards in core academic subjects, such as reading and mathematics; offers students enrichment activities that complement regular academic programs; and offers literacy and other educational services to the families of participating children.

VDOE funds, through a competitive process, projects that provide significant expanded learning opportunities for children and youth, and that will assist students to meet or exceed state and local standards in core academic subjects.

2011-2012 Competitive Grant Program

Application Process

All 21st CCLC grants are awarded on a competitive basis. The deadline for submitting applications was May 6, 2011. VDOE will give priority to applications that meet any or all of the following criteria:

- Joint applications between at least one school division and at least one public or private community organization;

http://www.doe.virginia.gov/



Research

Key Participants

- Project Exploration (Chicago, IL)
- Citizen Schools (Boston, MA)
- Wisconsin 21st Century Community Learning Centers
- The Beacon Community Centers Middle School Initiative (New York, NY)
- Texas 21st Century Community Learning Centers
- Fort Worth After School Program (Fort Worth, TX)
- New Jersey After 3



Image: anankml / FreeDigitalPhotos.net

Methods and Results

10-year retrospective study of Project Exploration (Chicago, IL) surveying 30 percent of 259 alumni, 85 percent of which were from low-income families

Project Exploration
(Chicago, IL)

95 percent of participants **graduated high school**
with **60 percent** enrollment in a **4-year college**
85 percent were from **low income families**

Methods and Results

8-year evaluation of Citizen Schools (Boston, MA) academic outcomes in high school of former middle school participants

Citizen Schools
(Boston, MA)

3x the number of students
graduated from top-tier high schools
compared to students not in the program

Methods and Results

Evaluation of 44,483 students who participated in Wisconsin's 21st Century Community Learning Centers during the 2008-2009 school year

**Wisconsin 21st
Century Community
Learning Centers**

69 percent of regular attendees
increased academic performance
with **40 percent** increasing their grades in math &
42 percent increasing their grades in language arts

Methods and Results

Study of middle school participants in the Beacon Initiative (New York, NY)
which serves over 21,000 middle school students

**The Beacon Community
Centers Middle School
Initiative
(New York, NY)**

80 percent of students
finished homework more often
and **75 percent** received **better grades**

Methods and Results

Evaluation of the Texas 21st Century Community Learning Centers program during the 2007-2008 academic year

Texas 21st Century
Community Learning
Centers

Youth who attended math-focused activities were significantly more likely to pass the math portion of the Texas Assessment of Knowledge Skills

Methods and Results

Evaluation of 84 Fort Worth Independent School District (Fort Worth, TX) afterschool programs

**Fort Worth After
School Program
(Fort Worth, TX)**

Significant positive relationship between the **number of days students attended** and the **pass rate of the math & science** portions of the Texas Assessments of Knowledge Skills

Methods and Results

4-year examination of the influence of New Jersey After 3 initiative on the availability and quality of afterschool programs, including improvement outcomes of 15,000+ participating youth

**New Jersey After
3**

75 percent of participants were **at or above** grade level in their ability to **draw conclusions, spell, identify the main idea of a reading, technological skill, and oral communication**

Practice

What They Do

- Apprenticeships
- Leadership Development
- Homework Help
- Group Discussions
- Mentor Programs
- Life Skills Curriculum
- Community Service
- Family Support
- Recreational Activities
- Outdoor Experiential Learning

Academic Enrichment

- Arts (music, theater, drama)
- Science
- Technology
- Math
- Reading
- Activities Promoting Social & Emotional Development



Image: Paul Goody / FreeDigitalPhotos.net

Where



Image: Simon Howden / FreeDigitalPhotos.net

- Schools
- Museums
- Parks
- Community Based Organizations
- Outdoor Recreation Facilities

Programs Must Have:

- **Appropriate Structure & Supervision**
- **Well Prepared Staff**
- **Clear Vision, Objectives, & Goals**



Image: www.123rf.com

Programs Must Have:



Image: www.FreeDigitalPhotos.net

- **Clear Instruction**
- **Organized Lessons**
- **Specific Strategies**
- **Activities ready for those who finish before others**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Transition around 3pm	SNACK AND CIRCLE	SNACK	SNACK	SNACK	STAFF DEVELOPMENT
	ACADEMIC SUPPORT	ACADEMIC SUPPORT	ACADEMIC SUPPORT	ACADEMIC SUPPORT	
Dismissal around 6pm	COLLEGE TO CAREER CONNECTIONS	APPRENTICESHIPS	EXPLORATION	APPRENTICESHIPS	

Image: www.citizenschools.org

Citizen Schools

Afterschool Program Schedule

Join Us on the Journey to Improvement!



You have to know where you are going with your program...what is your vision for student improvement?

Why are you doing what you are doing?

What drives the choices that you make about your program?
What's the end result?
Is it student performance data, community expectations, or making AYP?



How do you Innovate & Accelerate?

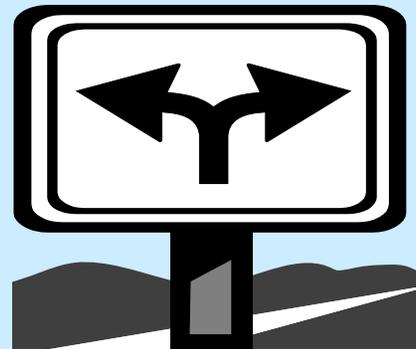


What are you willing to do to make sure your students' needs are met....How does your program engage the hard to engage?

Where does the Journey Start?

The journey starts with taking a comprehensive inventory of all of the prevention and intervention efforts available to the students your program targets.

CBOs
(Community Based Organizations)



FBOs
(Faith Based Organizations)

LEAs

(Local Education Agencies)

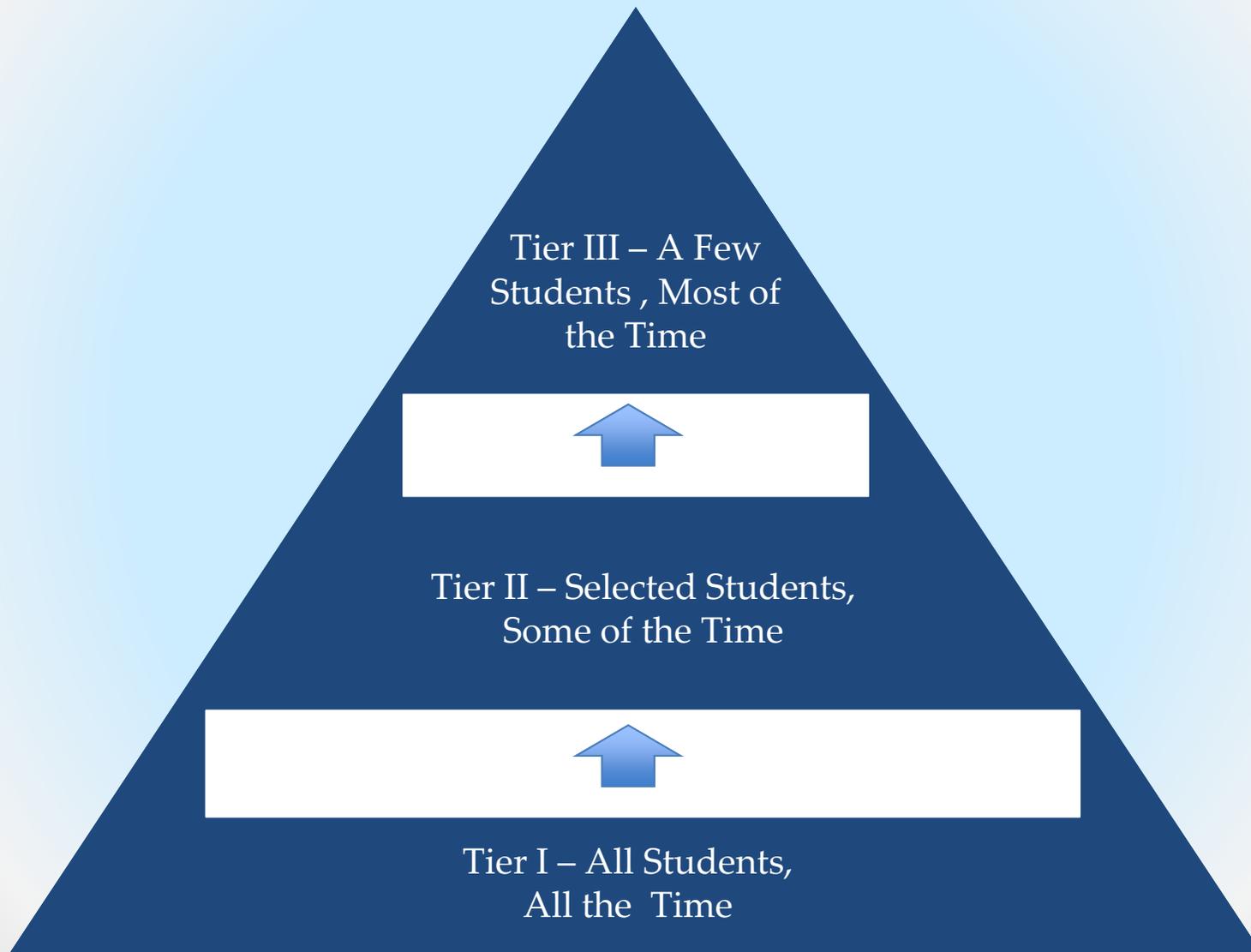
Resource Mapping

Define all of your interventions and preventions.

Are they sponsored by the school division, a partnering CBO, or a partnering FBO?



Resource Mapping



Here's the Deal

Results of Resource Mapping Leads To



Benchmarks/Goals



Accreditation/AYP



**Preparing Students to be
College, Career and
Citizenship Ready**

Now for the Kids...

WHICH KIDS?

DATA

WHAT NEEDS?



Now for the Kids...

WHICH KIDS?

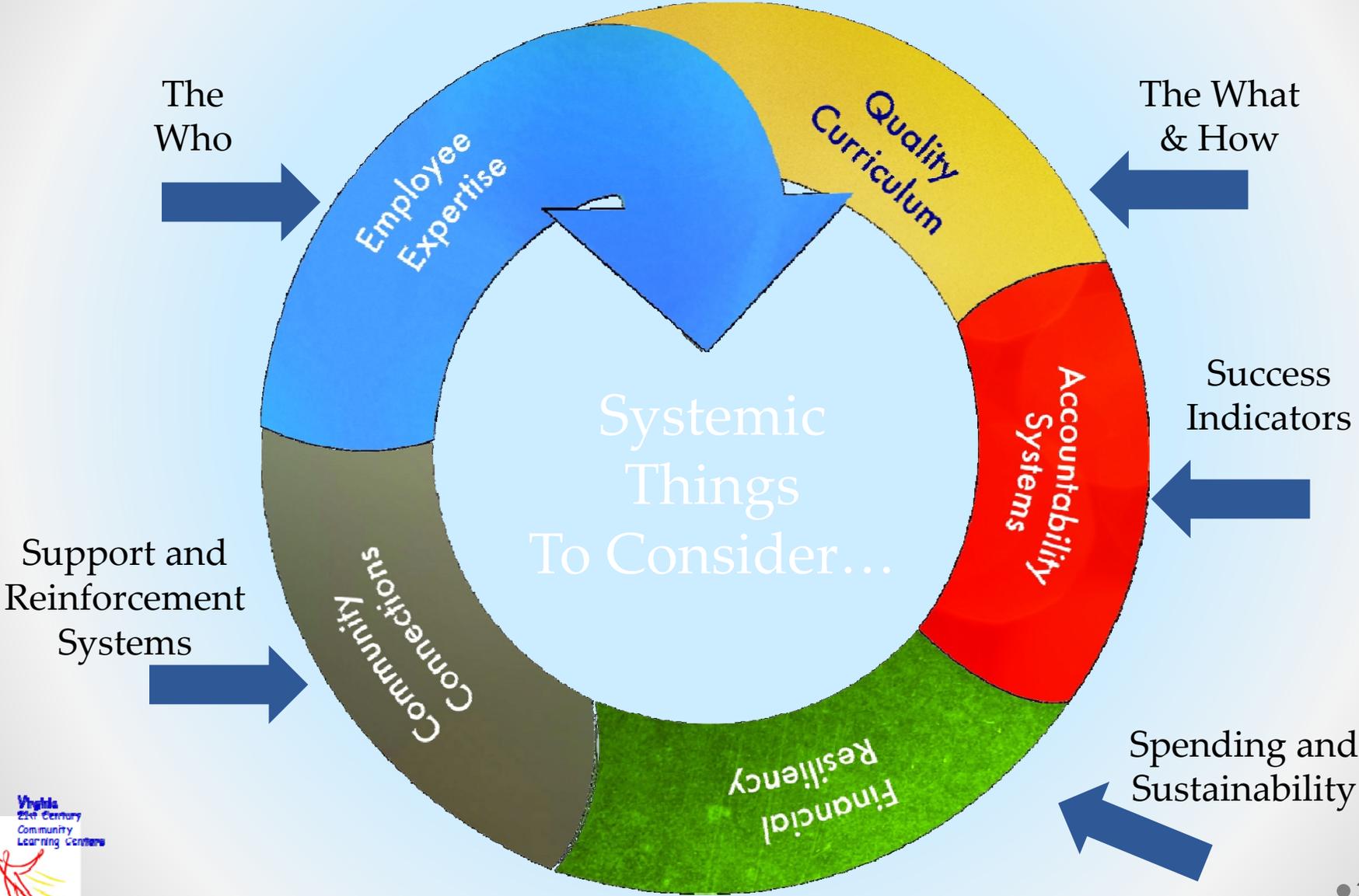
DATA

WHAT NEEDS?

Math Standard Scores
Language Arts Standard
Scores
School Attendance
Behavior Records
Family Involvement

School Dependent Kids

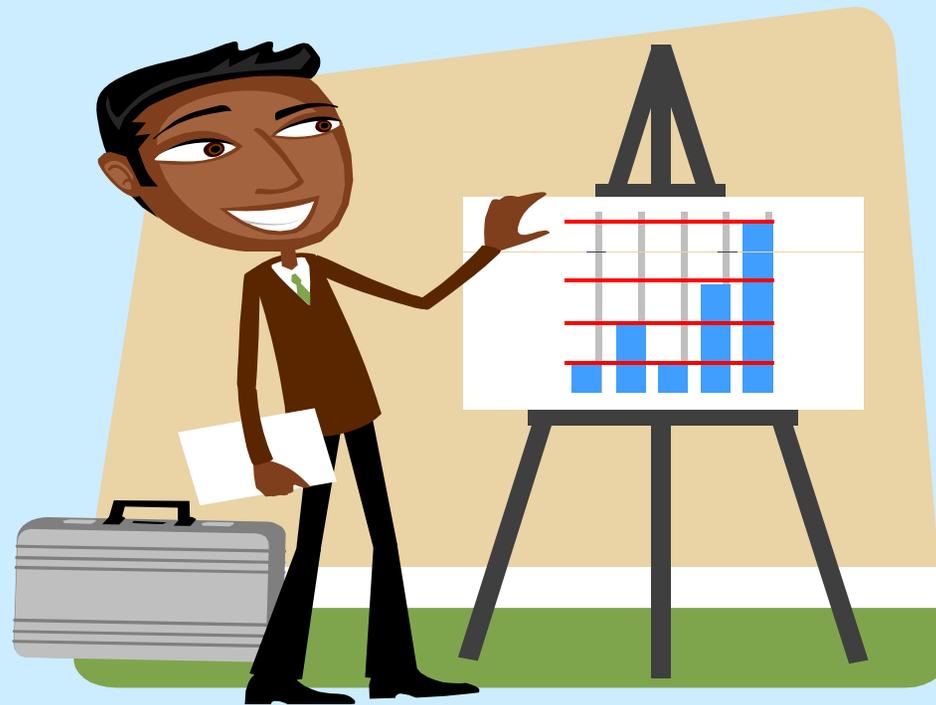
Strategic Plan



Strategic Plan

Directs the process to make sure kids get the specific intervention plan that they need based on data

Data Matrix



Strategic Plan

What Makes your
Plan
Unique



for your “school dependent” kids?

Strategic Plan

Directs the process to look at kids as individuals once they have shown not to be responsive to Tier 1 efforts

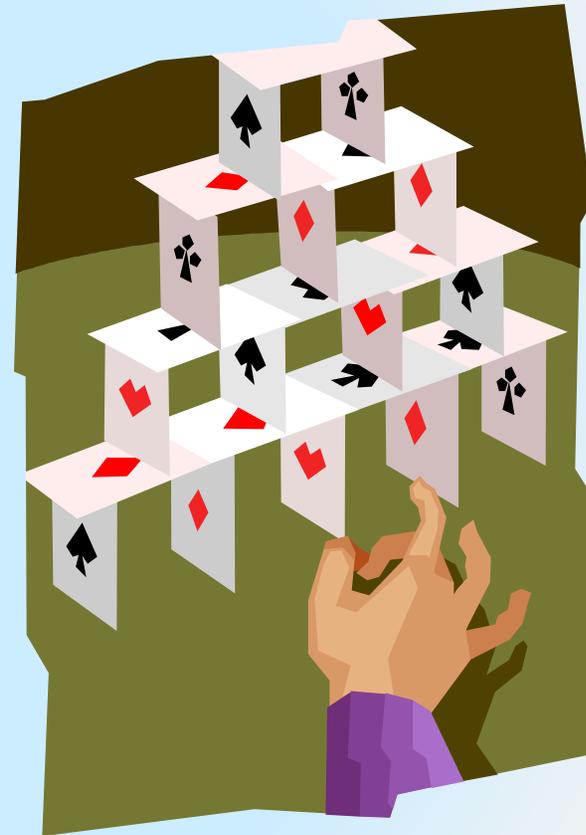
Strategic Plan

Provides vital connections between school divisions, CBO's, FBO's and any other service providers that are available from "YOUR" resource mapping

Strategic Plan

Attaches kids to interventions in a data driven, intentional and systematic way

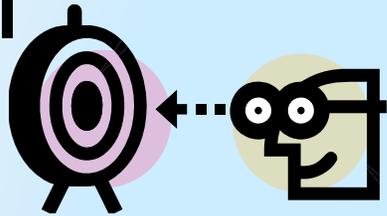
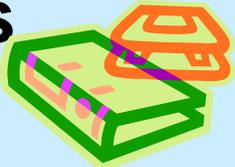
Supporting Structures



Beginning with all major stakeholders



Charting my own success...Am I better today than I was yesterday?

Goal 		
Academic Success 		
Good Citizen 		

21st Century Weekly Lesson Planning Tool

	Explain & Model	Explore & Apply	Evaluate
M O N			
T U E			
W E D			
T H U			

21st Century's Blackboard Configuration

Daily Agenda: 1. 2. 3. 4. 5. 6. 7. Etc...		Do Now:
		Homework:
		Objective(s): TSWBAT

Do Now: (Example)

List 3 outcomes that you would like to see from the summer program.

Objectives: (TSWBAT)

The student will be able to

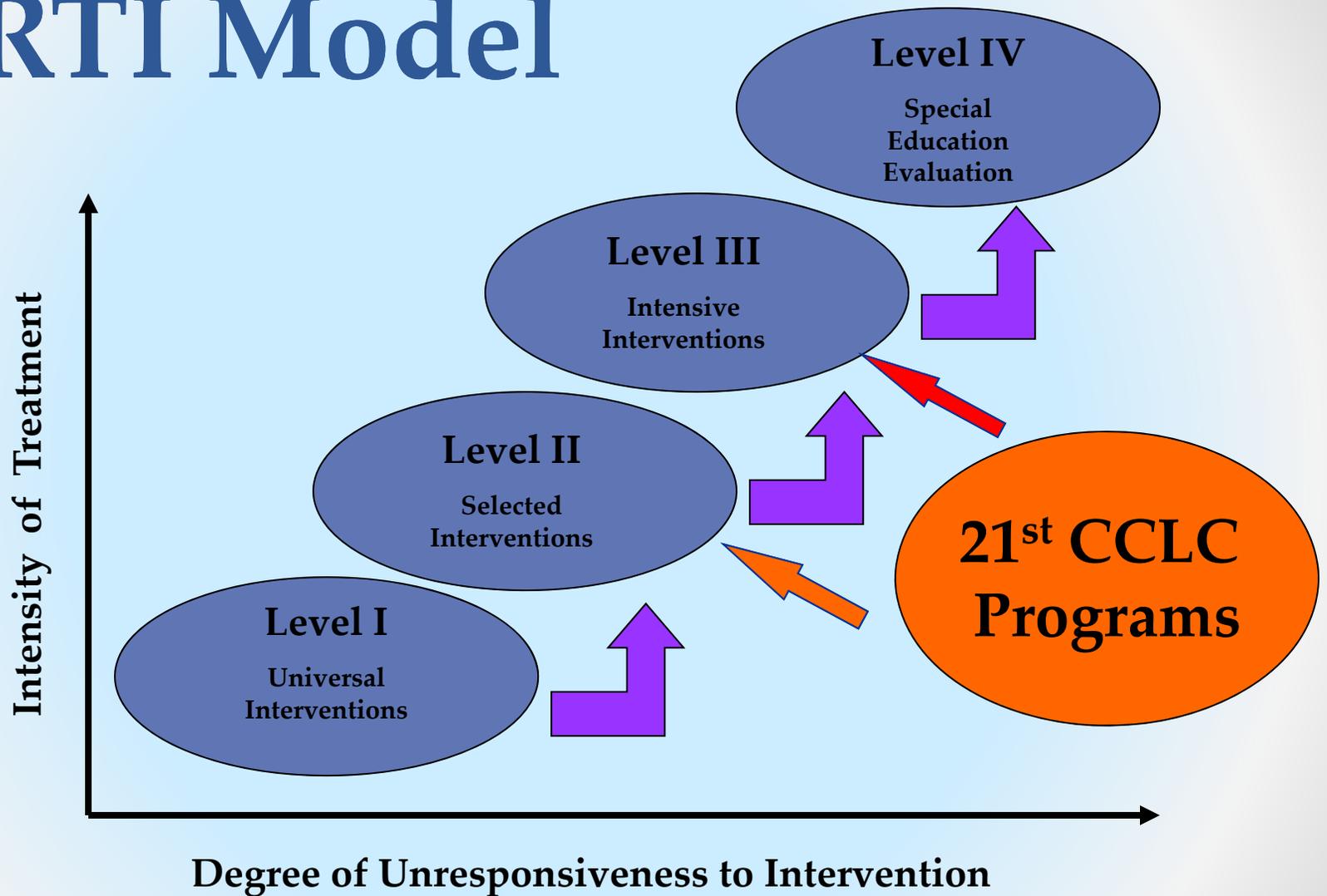
Homework:

Application of what the students have learned -“Rigor in Action”

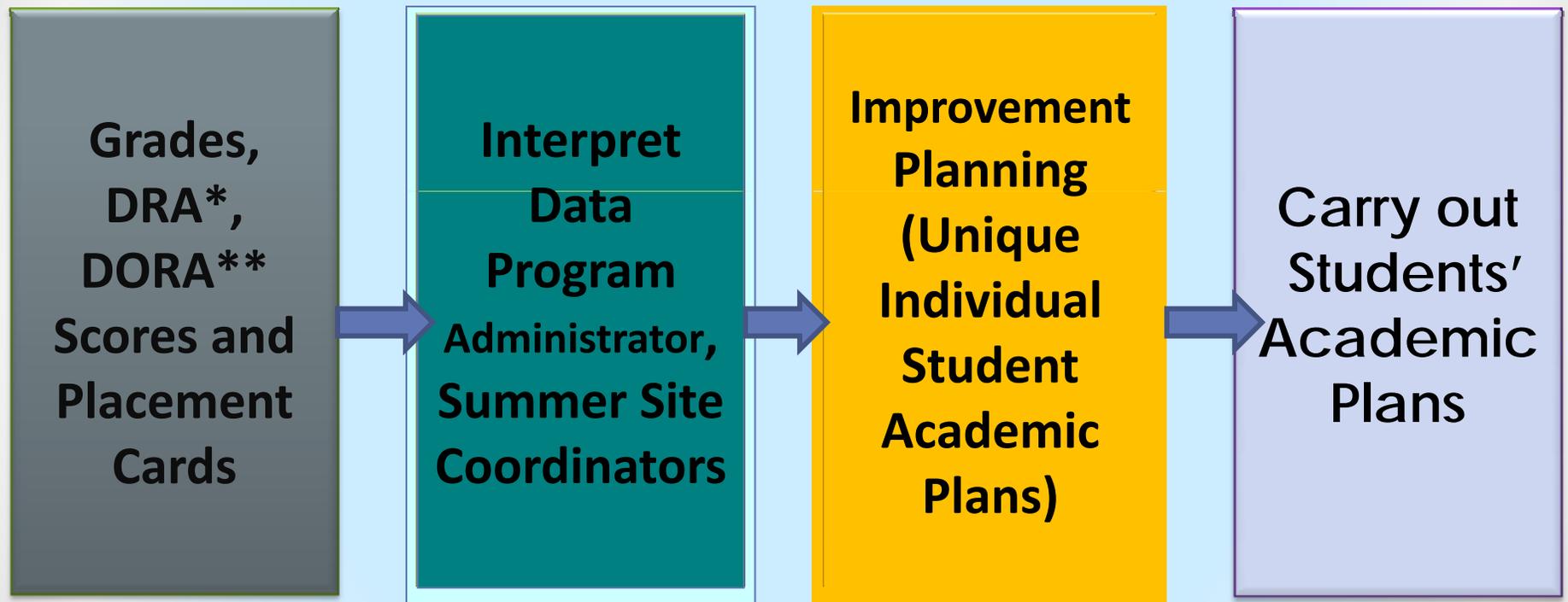
The Process



RTI Model



How does 21st CCLC effectively incorporate RTI Tier II/III in a middle school?



*DRA-Diagnostic Reading Assessment

**DORA-Diagnostic Online Reading Assessment

Effective Schoolwide Discipline/PBIS*

- When a student struggles academically, teachers look for instructional solutions. The same logic applies to solving behavior problems.
- A key feature is that ESD/PBIS is a multi-tiered model in which emphasis is on prevention.
- Another feature is that teams are the primary means of informing practice and ensuring faculty support.

“RTI for Behavior”



*PBIS-Positive Behaviors Intervention Supports

Developmental Assets...

The relationships, opportunities, values, and skills that are necessary for a young person's successful growth in the physical, social, emotional, moral, spiritual, cognitive and psychological arenas of their life.

**21st CCLC program impacts 21 of the 40
Developmental Assets!**

Developmental Asset Categories

- **External Assets**

- Support
- Empowerment
- Boundaries and Expectations
- Constructive Use of Time

- **Internal Assets**

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity



The Time is...



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