

Evaluation Report – FY23
June 2022 – May 2023

Gateway After-School Program (GAP)
Alaska 21st Century Community Learning Center Grant

Alaska Gateway School District

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**Evaluation Report
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Prepared by Ann Riley Millard, External Evaluator**

EXECUTIVE SUMMARY

This is the summative evaluation report for the Alaska Gateway School District's 21st Century Community Learning Center Grant (GAP) for 2022-2023. This is the final year of a 5-year grant. In May 2023, the AK DEED negotiated a grant renewal with AGSD to continue GAP from Fall 2023-Spring 2026.

In FY23, 81.6% of kindergarten through 12th grade students, who were enrolled in 5 sites where GAP was available, participated in GAP and 79.8% of those students attended GAP more than 15 days. (pg. 12) GAP consistently provided high-quality programming in AGSD over the course of 5 years. This was documented using the Youth Program Quality Assessment to quantify observations of program implementation.

At the beginning of FY23, 32.4% of all 1st-12th grade students were identified as Focus Students using FY22 attendance, GPA, and MAPS performance as criteria. Of those students, 83% were enrolled in GAP and 74.5% of those students attended GAP regularly. Of the regularly attending Focus Students, 65.2% improved their attendance, 61.5% improved their GPA, 72% improved their Math MAPS percentile rank, and 76.7% improved their Reading MAPS percentile rank. (pg. 37)

General classroom teachers completed 21st CCLC surveys for 154 GAP attendees. Teachers reported that 50% had improved on assignment completion, 58.4% had improved on classroom participation, and 64.9% had improved on academics. Teachers completed 21st CCLC surveys for 55 Focus Students. Of these students, 58.2% improved on assignment completion, 60% improved on classroom participation, and 61.8% improved on academics. (pg. 38)

From Sept. 1-Dec. 20, 2022, 60 participants completed the Survey of Achievement and Youth Outcomes. From Mar 1-June 3, 2023, 112 students completed the end-of-year survey. Only 46 students completed surveys at both times. This sample was too small to do the planned comparison so only the end-of-year results are reported. 70.7% of respondents in grades 4-8 reported that attending GAP helped them do better in school at least a little. 76.5% of respondents in grades 4-8 reported that attending GAP helped them get their homework done. (pg. 39)

Family nights were well-attended, and parents indicated satisfaction with the program on parent surveys. Family members of 58.2% of the students enrolled in GAP attended at least one Family Activity Night activity. (pg. 30)

A persistent problem that has challenged GAP is recruiting and retaining program staff and providing professional development for them. This resulted in the closure of the program at Site 010 and in the integration of the students from Site 050 into the program at Site 060. It also contributed to the difference in the number of days of GAP at the 4 smaller sites and at the largest site. While Site 060 held GAP on 89 days, only Site 070 held GAP more than 60 days. This is especially unfortunate because of the demographic differences between the smaller sites (Cohort 2) and the largest site (Cohort 1) which are associated with less desirable outcomes. In FY24, this will be the focus of the continuous improvement effort for GAP.

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CHAPTER 1: INTRODUCTION

Special Circumstances

The program described here is the Gateway After-School Program as it functioned from June 1, 2022, until May 31, 2023.

There were significant changes in personnel that occurred during the year. At Site 010, the staff who were supervising GAP resigned their positions. At Site 030, the site coordinator left her community during the first semester, and it took some time to find a replacement. The Program Coordinator resigned suddenly in May 2023 due to health reasons and no replacement was hired until August.

Report Overview

The purpose of this report is to document: 1) the quality of the Gateway After-School Program (known as GAP); 2) the extent to which the desired outcomes were achieved; 3) the status of preparation for data collection in FY24 and 4) the plans for continuous improvement.

As described in the GAP logic model, high quality programming is the foundation for positive student outcomes. The provision of a high-quality program that offers challenging, developmentally appropriate activities delivered by caring, supportive adults will encourage students to attend and engage. The staff seek to provide all students access to high-quality programming and any extra support or structure they require to benefit from that programming. A thorough program description is included in Chapter 2.

Youth programs are considered high-quality if they are safe, supportive, encourage initiative and perseverance, and provide opportunities for leadership and collaboration. To measure the quality of the program provided by GAP the external evaluator used Youth Program Quality Assessment rubrics to score observations at 5 sites, at least once, either virtually or in person. These scores were shared with the staff at observed sites during in-service training. A complete description of the observation process and results as well as the professional development activities are also provided in Chapter 2.

The model predicts that regularly attending a high-quality after-school program will be positively correlated with positive outcomes. The outcomes include student attendance, teacher reports of improvement, student reports of enjoyment and engagement, and perception of competence, student reports of caring, supportive adults who supervise the activities, scores on the yearly standardized State of Alaska assessments, and change in GPA from FY22 to FY23. The evaluation questions and methods are described in Chapter 3.

The findings for all outcomes are described in Chapter 4. Chapter 5 presents the conclusions and recommendations including the status of the preparation for data collection in FY23 and the plans for continuous improvement.

CHAPTER 2: PROGRAM OVERVIEW

Program Description

Description of District Level Management

In FY23 Alaska Gateway School District (AGSD) served students in 7 community schools and a correspondence program across 26,000 sq. miles located in the Interior of Alaska. The Gateway After-School Program (GAP) operated in the 6 schools (program sites) which have year-round road access. Students from the REACH correspondence program were able to attend GAP at the program site in the community where they lived and were counted as part of that site's GAP.

In this report, the program sites are not identified by name, but rather by an ID number generated by AGSD. More specific information about program site descriptions and student enrollment patterns are included in later sections of this report.

All program sites encouraged students to enroll in GAP and tried to remove barriers to participation. These interventions included: transportation, special education services, and free meals when needed. As a result, 81.6% of kindergarten through 12th grade students enrolled in GAP schools attended GAP and 79.8% of those students were regular attendees. (See Table I, pg 50)

Recruiting and retaining supportive, caring staff, especially as site coordinators, is essential for provision of a high-quality after-school program in which students feel safe and supported. At the time of the last observation in FY23 every site had a site coordinator who was warm and welcoming. At most sites, program staff included certified teachers, paraprofessionals, volunteers, and staff from partner programs. Monthly meetings with all the site coordinators were instituted to improve communications between sites.

During FY23, recruiting and retaining good staff was a recurring problem. Site 010, after half a year of successful programming, closed its program because the site staff were unable to continue providing supervision. Site 050 began sending their students to Site 060 to attend GAP for a similar problem. The Site Coordinator at Site 030 left due to personal reasons about halfway through the year and it took some time to find a replacement. The Program Coordinator resigned for health reasons at the beginning of May, 2023 and the Superintendent, who was supportive of GAP and instrumental in obtaining funding, left AGSD in June, 2023. These disruptions caused brief interruptions of programming and uncertainty at the Administration level, but the programs still managed to provide high quality programming at the site level.

The Professional Learning Communities (PLC) meetings provided an avenue for site coordinators to collect referrals for students who were identified by classroom teachers as needing an academic, social/emotional or self-improvement intervention. These referrals are reviewed every 6 weeks or as needed. Staff encouraged students who needed credit recovery or who wanted to take dual-credit courses to enroll and to consider applying to the Pathways program. However, the referral process did not function as anticipated and the administrative staff is discussing ways to revitalize the process. In addition to the referral process in place, focus students were identified based on the FY22 21st CCLC Teacher Surveys as well as students' performance on the MAPS assessments, grade point averages at the end of the 4th semester, and attendance. (See Table 4.1, pg. 37)

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Observations of the GAP programs and professional development activities with GAP staff were done virtually until April 2023, when the external evaluator was able to visit 4 of the sites in person. Program sites offered activities three days per week for at least 2 hours per day. Although the schedules were different for each site, all provided a period for physical activity and a snack, a period for academic enrichment or homework help, and a period for program offerings that were engaging and taught new skills. Program offerings were changed every six weeks allowing students enough time to engage in planning and developing a project and to explore, learn and practice new skills. Site coordinators documented attendance using PowerSchool, but also submitted attendance to the Program Coordinator as a back-up. In some cases, the program staff needed help to get the attendance information updated on PowerSchool and the Program Coordinator had to help.

During this year, AGSD partnered with the Alaska Afterschool Network for assistance with observations and professional development. This proved to be very successful and will be continued for the next couple of years.

Description of Program Sites

Table VII – Summary of Site Operations and Staff

Site	Grades	# of students enrolled	# of regular attendees	Date GAP started	Typical # hrs. per day	Typical # of days GAP offered per wk	Total days of operation	# of certified staff	# of non-certified staff	Volunteers / Community Partners
060	K-5	83	72	9/13/22	2.5	3	89	11	16	11
	6-12	86	74		2.5	3				
040	K-5	21	15	9/21/22	2.5	3	51	2	3	0
	6-12	35	32		2.5	3				
070	K-5	18	16	9/12/22	2	3	73	1	2	2
	6-12	15	4		2	3				
030	K-5	12	10	9/12/22	2	3	48	5	1	0
	6-12	16	7		2	3				
010	K-5	5	4	9/21/22	2.5	3	28	0	2	0
	6-12	6	3		2.5	3				

Source: 21st CCLC Center Data Workbooks

The schedule for the first hour of GAP is standard across the various sites. Students not participating in GAP were dismissed at 3:00 and boarded buses to take them home. At 3:00 participating students had about 20 minutes for physical activity and a snack. All students had 30-45 minutes of academic enrichment time (tutoring, homework help, HS credit, and credit recovery) built into their personal schedule.

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Academic enrichment occurred in each afterschool program daily. Depending on the school, this time lasted thirty to forty-five minutes each day of programming. Therefore, it was required that all students attending the afterschool program participate in this session before other activities.

Tutoring was available for all students in the afterschool program and targets students who, according to data, were below grade level in an identified subject. In addition, focus students often utilized tutoring. During academic enrichment, students who had homework were supported to complete their assigned work. Educators reported that it worked well; once the study was completed, worksheets or reading logs could be returned to the student's classroom, ensuring a seamless transition between learning in and out of the classroom.

Credit recovery was provided by a certified teacher at each site as requested by the building administrator or teacher of record. Credit recovery continued during the summer month of June for High school students.

All students received academic enrichment during this scheduled period. In addition, students who had completed all required schoolwork and did not need extra support with Math or English Language Arts were offered enrichment opportunities. These included virtual field trips, guest speakers, escape rooms, math games, and readers' theater.

(Source: Mid-Year Progress Report FY23)

The schedule for the second hour of GAP varied across the sites and is included in the description of each site below.

The main difference among the various sites was the total number of days of operation. Only 2 of the 6 sites offered programming on more than 60 days. This meant that the GAP experience for the participants in Cohort 2 was quite different from those students who attended in Cohort 1. There were various reasons for this difference including, staff sickness or unavailability, and unexpected closures by site principals. This also meant that there were no students who attended more than 60 in Cohort 2. The rationale for creating Cohorts is described below Table I (pg. 50)

SITE 060

This program was housed in the largest school in the district located in the same community as the District's Central Office. Over half of GAP enrollees (149 of 279) in AGSD attended this school. In addition, 7 students from Site 050 were transported to Site 060 for GAP programming. Site 050 is a school in a community of 117 people which located 12 miles from the District Office. The students in this program are Athabaskan and live a traditional lifestyle. 13 students from the REACH correspondence program also joined the students at Site 060 for GAP activities. In total 169 attended GAP at Site 060 and were assigned to Cohort 1.

From 4:00-5:00, GAP participants chose from classes or activities that encouraged them to develop or discover talents and interests and were not available during the school day, such as robotics, greenhouse gardening, basketball, or music. Each participant had a playlist printed on a small, laminated card that changed every six weeks. The activities were supervised by staff who were specialists in the area, many of whom were paid certified staff or volunteers.

4/5/23 The session was relaxed, the teacher circulated and answered questions and commented on student work. During the hour of class time, the teacher and the student play Dungeons and Dragons. After they are finished, the students have dinner before being dismissed to go home.

Do the players plan what they are going to do during the "campaign"?

They can plan in advance what they want to do in the long run - I have a running document with information about each character, their motivations, what they want to do in the campaign, etc. I frequently ask the players questions about that and add things into the storyline that line up with what they tell me. They also come up with plans as a group regarding what they want to accomplish and let me know so that I can ensure the story caters to this.

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However, there is also a big element of improv and thinking on their feet, where they have to adjust plans and come up with strategies to solve incoming problems. For example, we just finished an arc where they did a "dungeon crawl" - a series of puzzles, mazes, and encounters that they had to solve and overcome as a group in order to progress the story and accomplish character goals.

What strategies do they use, if they do?

They need to use teamwork, collaboration, communication, logic, strategy, sometimes math or reading skills. We are also working on note taking.

What choices in content and process do players have?

They get to choose their character in its entirety - what their skills are, personality, strengths and weaknesses, etc. They also help build the story through the character actions and based on conversations they have with me about what they want from the story.

And what kinds of reflection do players engage in, eg. journals, discussion, roses & thorns?

We are working on note taking in order to promote story recall and take some of the load off of my shoulders in terms of keeping track of skills and abilities with limited uses. We often have a discussion in the last 5ish minutes of the class in which we discuss what they enjoyed and where the story should go. They organically do roses and thorns amongst themselves while cleaning up.

Was I correct in saying that there would be a brief presentation about DnD at the Talent Show?

If that's a plan they have, I have no involvement and haven't heard so! Theoretically they could recreate a scene from the campaign, but I don't think they've chosen to do this. (Source: SAPQA protocol)

10/26/22 -This offering scored low on the Interaction/Engagement Domains. The students were not actively engaged in planning. Every student did get the opportunity to lead at least one round of drumming. This session had the potential to be interesting and engaging. The leader needs more opportunity to learn how to engage middle schoolers.

Teacher's Comments - Drum Bus is an exciting way for students to express themselves in a positive way. Students learn how to listen to the song, count the beats and follow directions. (Source: YPQA Protocol)

4/20/23 7 students and 1 teacher were present at the session. At 4:00, the teacher met the students in the academic enrichment session where they were working and led them to the workroom off the library. She explained that they were going to make "memory quilts" by recalling a memory about Alaska, writing a sentence about it, making an illustration of it, making a quilt frame, and pasting the picture in the center with the sentence underneath. She explained that this was a long-term project that would take more than one day. After she explained the project, the teacher sat with the students and worked on her own "memory quilt" piece. At 5:00, the teacher led them to the cafeteria for dinner.

Teacher comments: The assignment that you observed is a 2-class assignment. When the pieces are completed, the students lay the completed assignments on the table for display. Every student looks at all the pieces. Each student then describes their piece while the other students listen. The students then ask questions or make comments on the students' piece. In doing this they learn to evaluate and critique works of art. (Source: YPQA Protocol)

At 5:00 dinner was offered to all participants at this site. At 5:30 GAP provided transportation for students who did not have a parent pick them up or who couldn't walk home. The staff was warm and welcoming. Students understood the rules and routines, made the transitions smoothly and were actively engaged in classes. Volunteers from the community and partner organizations, as well as certified and non-certified staff members organized and supervised the program activities.

SITE 040

This program was housed in a school in a community of about 251 people that is 50 miles or about an hour drive from the District Office. The students in this program were Athabaskan and many lived within walking distance of the school.

10-25-21 This is a program offering for the primary students enrolled in GAP. There were 10 students in kindergarten-4th grade and 1 instructor. A few of the older students came in when they had finished their homework and didn't want to play basketball and the instructor welcomed them and invited them to make a lynx. The instructor was well-prepared

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with all the materials needed for all students to make the lynx. She had also looked up pictures and information about lynx on National Geographic and other websites and shared them during the session as the students worked. Although the purpose of the activity for the youngest students was to listen to information about lynx habitat and characteristics, look at pictures of them, and color, cut, and assemble a paper model of the lynx, for older students the activity was an example of how to research and select relevant information for a science report. The pictures were posted in the hall at the end of the activity. (Source: SAPQA Protocol)

4/17/23 - 6 students and 1 teacher were present at this session. The students started by working on a coloring page while students arrived, and the teacher took attendance. The teacher introduced the Athabaskan word for grass and led students in a discussion of spring and what they knew about grass. She then introduced the project which was to make a crown out of construction paper grass. The students completed the crown and then worked on the coloring page if they had extra time. During the last half hour of the session, the students did physical activity guided by videos. She also used a video program called Scribble Spot which helps children identify how they are feeling. (Source: SAPQA Protocol)

SITE 070

This program was housed in a school in an Athabaskan village of 106 people about 28 miles from the District Office. The road winds through the hills and over a river and the drive takes about 40 minutes depending on conditions. The 3 GAP staff members were returning from the previous year and included community members and former students. All the participants followed the same schedule and engaged in the same activities. The students started with snacks and physical activity and then participated in homework help and a game, and art projects when the program was observed in the fall. The staff were focused on engaging the students.

10/27/22-10 students and 3 staff members were present for the program offering. These are most of the younger students in the school. Two of the older students came in and played with the basketballs at the other end of the gym. The students sat at one of the lunch tables. The staff distributed paper and pencils and a pair of dice. The staff explained the game and the students and staff played the game for ½ hour. The students and staff were enthusiastically involved. The staff then brought out a package with about 20 colors of air-dry clay for all students to share and a set of scratch off masks. Students had a choice to do one or both in any order they wished. Students who didn't want to do either could play with the basketballs in the other end of the gym. Students took home any creatures or sculptures and any masks they had made. (Source: SAPQA Protocol)

4/4/23-The first hour was devoted to making Easter themed decorations for the parent/community lunch and to display in the school. The staff provided the blank foam eggs and items to attach to them with double-sided tape. Students were encouraged to create their own designs, using any shapes, colors, or baubles they chose. For the second activity, the staff provided plastic eggs that looked like real eggs. The students were encouraged to paint, use markers, or glitter glue, or regular glue and glitter to decorate the eggs as they chose. During the second hour the students played a bingo game using 3 letter words, and then had a 30-minute free choice time to play in the gym and work off their excess energy. This is a high-quality program offering that engages the students and provides activities that the small group of students of all ages can engage in.

The staff was warm and welcoming. Students understood the rules and routines. The staff made the transitions smoothly and made sure all the students were engaged. The GAP staff program provided transportation home to students who needed it using the school van.

SITE 030

This program was housed in a school in a village of about 122 people which is 38 miles from the District Office and took about 45 minutes to drive. The students at this school were Athabaskans and most lived a traditional lifestyle. GAP activities were conducted 3 days a week. During the first observation, a new teacher was leading the marble maze activity. It was well-organized and she did a good job of letting the students share the results of their effort. This was a high-quality program offering.

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11/3/22 - The 7 students had snack and talked about the day and the visitor. There were 3 staff members. They then went into the gym and had an indoor recess, where they played scatter ball. The first activity of the day was making a marble maze. When students had finished, they went to interest centers, building with blocks or art, or academic tutoring. Then the students went back to the gym to play until dinner at 5:00. The marble maze activity was very engaging and allowed students lots of opportunities to plan and develop problem-solving skills. (Source: SAPQA Protocol)

04/05/23 - The session began with a game of kickball in the gym. The site coordinator supervised and played with the children. The second activity began in the primary classroom with the teacher explaining what the activity was (dyeing Easter eggs), what the learning focus was (reading and following directions), and what the behavioral expectations were. The students were engaged and produced some beautiful eggs to take home. After cleaning up from the egg dyeing activity the students went into the primary room for 30 minutes of student chosen activities.

The teachers observed during the second observation were new, replacing the long-time site coordinator. They were very warm and supportive and the students responded well. This was another high-quality program offering.

SITE 010

This program was housed in a school in a community of about 60 people which is 50 miles from the District Office and takes about an hour to drive. The two session leaders are para-professionals in the building.

11-01-22 This session occurred the day after Halloween. Only 4 students attended the session. The two girls went to make pumpkin rolls in the kitchen with the cook. The two boys sanded and carved wooden cars to make them look like the cars they had selected from the internet with the GAP aide. The observer watched the two boys work in the classroom. (Source: SAPQA protocol)

This was a high-quality offering, but there were very few students. The staff had to drive back to Tok at the end of the day. This program closed after 9 weeks because there were no other community or staff members to take over the coordinator position.

SUMMER PROGRAM

This program was housed at two sites. Students who lived in the attendance area for Site 040 attended the program there. GAP provided transportation for students who attended at Site 060. A total of 112 students enrolled in the summer program. Program sessions were offered for 3.5 hours in the morning and 3.5 hours in the afternoon for a total of 38 sessions at Site 060 and 36 sessions at Site 040. Attendance averaged around 50% of sessions across groups.

Table I-S – Number of Students Enrolled in Summer School June 2022 by Cohort

Enrollment	ALL STUDENTS		SITE 060		SITE 040	
Enrolled	Number	Percent	Number	Percent	Number	Percent
All Students	112	100%	83	100%	29	100%
Females	52	46.4%	41	49.4%	11	37.9%
Males	60	53.6%	42	50.6%	18	62.1%
K- 2 nd grade	31	27.7%	29	34.9%	2	7.9%
3 rd - 5 th grade	27	24.1%	23	27.7%	4	13.8%
6 th - 8 th grade	27	24.1%	18	21.7%	9	31.0%
9 th -12 th grade	27	24.1%	13	15.7%	14	48.3%
Econ Disadv	94	83.9%	65	74.7%	29	100%

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(Source: Attendance Record pdf)

Table II-S – Average Session Attendance of Students Enrolled in Summer School -June 2022 by Site

Average Attendance	SITE 060*	SITE 040*
All students	22.3	19.8
Females	22.7	23.6
Males	22.1	17.4
K-2 nd grade	22.2	
3 rd - 5 th grade	22.7	
6 th – 8 th grade	27.3	
9 th – 12 th grade	15.4	14.7
Econ Disadvantaged	23.3	19.8

(Source: Attendance Record pdf)

Note: *Attendance is based on 38 possible sessions at Site 060 and 36 sessions at Site 040
Attendance is not reported for cells of less than 10 students.

Site 060

AGSD hosted a GAP summer program for 4 weeks in June, 2022. The camp was staffed by 16 paid staff members, including an administrator, 2 college students, 1 community member, 5 teachers, 7 non-teaching staff, and 7 volunteers. 89 students attended from 4 different communities.

The following activities were offered:

Well-Rounded Activities: Young Artists, Explore Culture, Drum Bus, Random Acts of Kindness.

Healthy and Active Lifestyle: Greenhouse, Forever Food, Soccer, Wilderness Survival, Wet and Wild, Outdoor Games, Cooking, Baseball, Flag Football.

Literacy Education: All About Birds, All About Bees, All About Flowers, All About Trees.

Science, Technology, Engineering and Math: Drones, FuddleBrooks: School of Science, STEM.

Career Competencies & Career Readiness: Entrepreneurs.

Academic Enrichment: Young Authors.

(Source: Summer 22 21st CCLC Data Workbook)

Student comments about summer camp:

What did you like best: swimming, the color run, doing art, the outdoor activities, legos, Mukluk Land, Teen Room, baseball, pool table, making bottle designs, hanging out with friends, taking pictures.

What didn't you like: science, drum bus, the DJ schedule, limbo, van clean-up, too hot for inside activities, basketball not offered, put me in classes I didn't want to sign up for; outdoor activities, riding the bus home, leaving.

Anything else: I love it, best year of summer GAP ever! It was fun.

(Source: Student surveys)

Site 040

Northway hosted a GAP summer program for 4 weeks in June. The camp was staffed by 3 paid teachers and 2 volunteers. 29 students attended.

The following activities were offered:

Healthy and Active Lifestyle – Outdoor Skills, Afternoon snack, Breakfast, Lunch

Literacy Education – Journaling

Academic Enrichment - Reading.

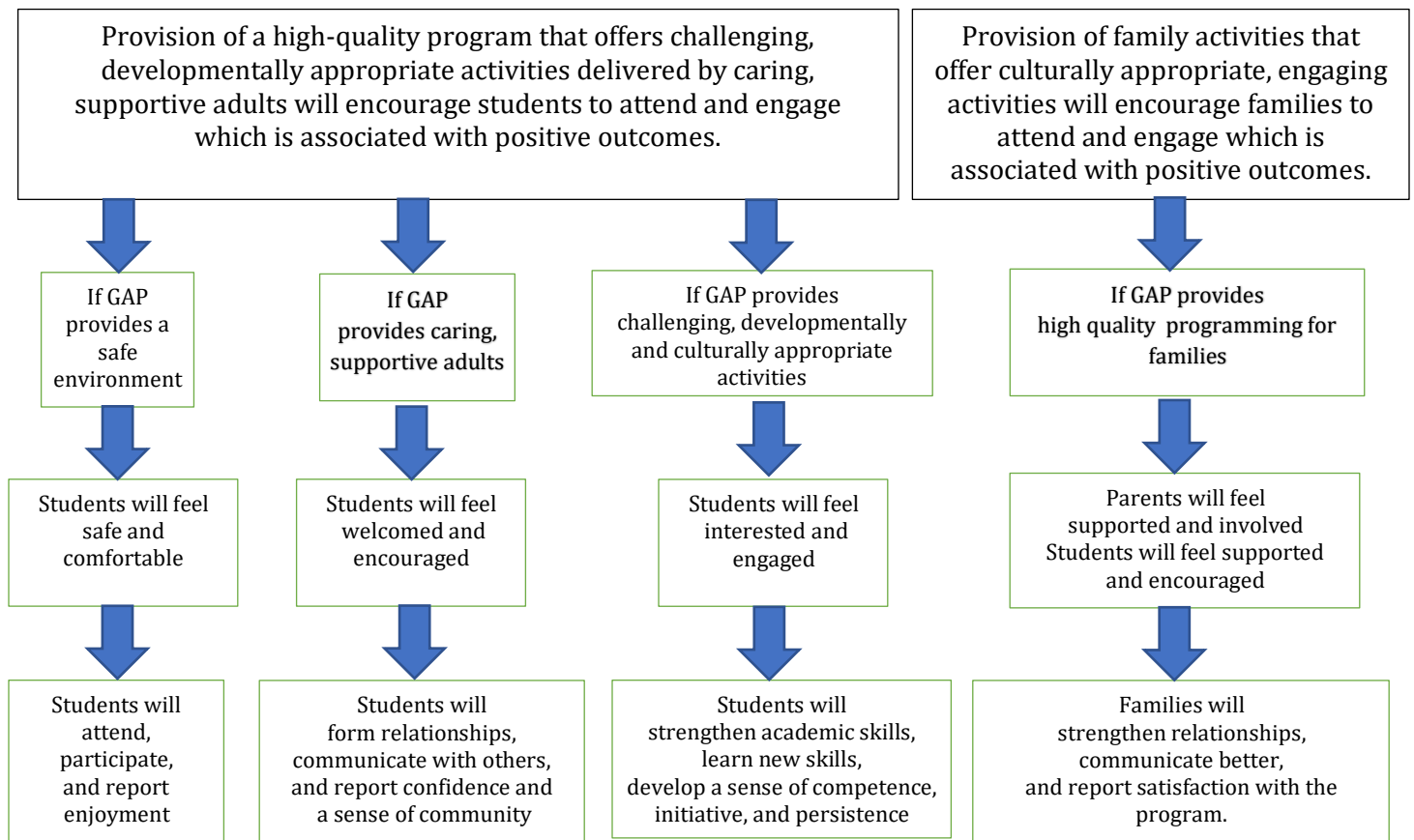
Well-rounded Education Activities – Cooking, Cultural Crafts, Social-Emotional Learning

Career Competencies & Career Readiness – Entrepreneurship

(Source: Summer 22 21st CCLC Data Workbook)

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Program Logic Model



Narrative Description of the Project Logic Model

The assumptions underlying the logic model are similar for all three of our program priorities: improving academic performance; improving communication, relationships and supporting resiliency; and supporting family involvement. Those assumptions are based on the participation in high quality after-school programming including activities for families. We seek to continuously improve the quality of the program provided by GAP to accomplish the three goals of the program and to identify and encourage participation by students who need high quality intervention and differentiated instruction.

The first goal is to increase academic achievement and reinforce regular school day academic learning through GAP participation.

In addition to tracking and encouraging participation and monitoring activities offered to students, student achievement will be monitored by student performance on assessments required by the State of Alaska. An additional measure of improvement in student achievement will be the Teacher Survey for Alaska 21st Century Learning Centers, which is completed by the regular classroom teachers for K-5th grade participants and one regular classroom teacher (Language Arts or Math) for 6th-12th grade participants and compared to referral forms for focus students.

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To accomplish this goal, GAP program managers will hire staff, provide space and materials or equipment, provide transportation as needed, and collaborate with the PLC to identify "focus students" to allow all participants access to activities implemented during the GAP ACHIEVE sessions, such as, academic interventions and enrichment, assignment completion, Maker Space, board games, academic competition preparation, credit recovery, and special on-line content. They will also provide sessions to develop students' talents and interests, such as, structured/coached physical activities: open gym time, running club, volleyball, basketball, wrestling, soccer, softball, archery; art: painting, crafts; music: drumming, other instruments; STEM: Lego Robotics, Tech/CAD drawing, iMovie; Geology: rocks and fossils ; Book Club; Entrepreneurship: "Create Your Own Business." (Source: Mid-Year Progress Report for FY22)

The second goal is to improve students' communications skills, relationships and collaboration, critical thinking and decision making, and initiative and self-direction through participation in GAP activities.

This will be measured by student-constructed responses to self-reported development of relationships and protective factors on the Student Support Card, and responses on the Survey of Academic and Youth Outcomes-Youth Version (SAYO- Y) to questions regarding their engagement and enjoyment in GAP activities and improvement in academic areas due to participation in GAP.

To accomplish this goal, GAP program managers will hire staff, provide space and materials or equipment, provide transportation as needed, and collaborate with Brightways, Inc to implement the Phlight Club training and Kaleidoscope Connect Lessons and create opportunities for all participants to develop caring relationships with GAP staff, develop communication skills, engage in collaborative community service projects, set their own goals, and monitor their progress toward them.

The third goal is to support student learning and to strengthen relationships among family members through participation in family activities offered during the after-school program.

This will be measured by responses on the 21st CCLC Teacher Survey, parents' responses on an annual survey, and to parent evaluations of Family Activity Night activities.

To accomplish this goal, GAP program managers will hire staff, provide space and materials or equipment, provide transportation as needed, and collaborate with the Title I Family Engagement Coordinator to implement the family nights.

Program Design

MISSION STATEMENT

GAP will support the following recommendation from Alaska's Education Challenge: To create a sustainable and positive school climate that is safe, supportive, and engaging for all students, families, staff, and communities.

GOALS AND ACTIVITIES.

Goal #1: Increase student achievement and reinforce regular school day academic learning.

- ❖ *Referral forms are initiated for all focus students.*
- ❖ *Referral forms are reviewed and interventions for those students identified are assigned as needed.*
- ❖ *GAP course offerings include academic intervention, enrichment, reteaching and credit recovery.*

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- ❖ *GAP staff attend district-wide in-service with the regular teaching staff.*
- ❖ *GAP staff attend Professional Learning Community meetings held by regular school day staff.*
- ❖ *Transportation is provided at sites for which this is a barrier to participation: Tok, Northway, Tetlin, Mentasta.*

Goal #2: Engage students in GAP activities designed to build relationships, support resiliency and expand real life experiences.

- ❖ *Physical activity is built into each day of the GAP program at all sites.*
- ❖ *Community members along with school day staff are hired to work in the after-school program.*
- ❖ *GAP staff have opportunities to participate in professional development: state afterschool conference, training specific to AGSD, Site Coordinator trainings and meetings, Kaleidoscope training for site coordinators and school staff at fall in-service.*
- ❖ *An AGSD Counselor offers Kaleidoscope lessons for students in grades 7-12 at GAP sites. Staff are being trained to administer the SAYO for students in grades 4-6 which will be administered toward the end of this school year. This is the measure of SEL for those grades.*
- ❖ *Student Support Cards (SSC) were completed on paper by grades 7-12 students who attended PHlight Club in June. Our partner Brightways input the information into the online data base for SSC and the information was shared with our program evaluator.*

Goal #3: Engage families in activities that support student learning and strengthen relationships among family members.

- ❖ *GAP schedules are shared with families.*
- ❖ *There is a Family Activity Night (FAN) Site Coordinator at each school that works in collaboration with GAP staff to host events eight times per school year.*
- ❖ *Families are invited to eat dinner with their GAP students (at minimal cost); snacks and/or meals are provided to families at all FAN events.*
- ❖ *The annual family surveys are reviewed and program changes are considered as a result of Their responses. (Source: Mid-Year Progress Report FY23)*

Program Approach

GAP provided transportation, food, space, and staff to create a safe and inviting environment. Participants received a list of activities available during the after-school program. All participants spend some time on academic-focused activity, including computer-assisted instruction, during GAP. Students, families, and community members were invited to participate in activities designed to strengthen relationships and support student learning.

GAP is based on the premise of student choice and voice to encourage participation. Students were polled to determine their interests. Relationship building and support were emphasized as important components of the GAP experience. Students were invited to participate on the GAP Advisory Council.

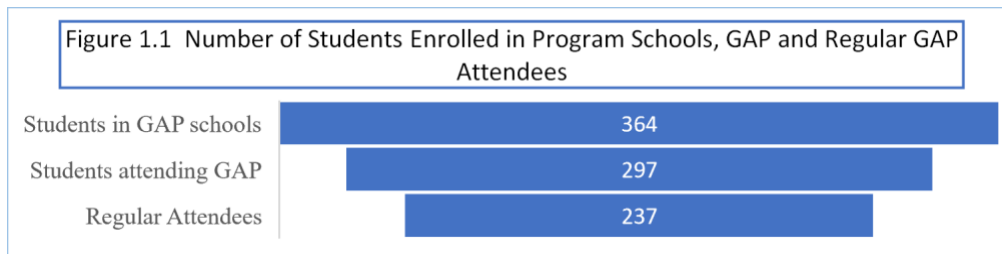
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Program Implementation
Profile of GAP Participants

Table I (pg. 50) displays all the demographic data which was used to create the following tables and figures.

ENROLLMENT PATTERNS

For the purposes of this evaluation, schools where GAP was offered are called program schools. All students in grades Kindergarten through 12 enrolled in program schools were invited to enroll in GAP. (A copy of the enrollment form is included in Appendix B.) Students who submitted an enrollment form and attended at least once were considered participants. Attendees are counted at the school where they attended GAP. Attendees who attended more than 14 days during the school year were considered regular attendees.



Source: AGSD PowerSchool

This figure shows that 81.6% of kindergarten through 12th grade students enrolled in GAP schools attended GAP and 79.8% of those students were regular attendees.

Table I.1 Percent of Students by Category in Program Schools, GAP Participants, Cohort 1 and Cohort 2

% of Students who are:	All Program Schools	All GAP Participants (297)	Cohort 1 (169)	Cohort 2 (128)
Economically Disadvantaged	87.6%	87.9%	83.4%	93.8%
Males	51.5%	48.1%	47.3%	49.2%
AK Native	65.1%	66.7%	46.2%	93.8%
Grades 6 th -12	53.5%	53.2%	53.0%	53.3%
Regular Attendees 15-29 days		28.2%	18.9%	40.6%
Regular Attendees 30-89 days		51.5%	67.5% ¹	30.5% ¹

Source: AGSD PowerSchool

¹Because there were less than 10 students who attended more than 60 days they were added to the 30–59 day category for this comparison to protect their confidentiality.

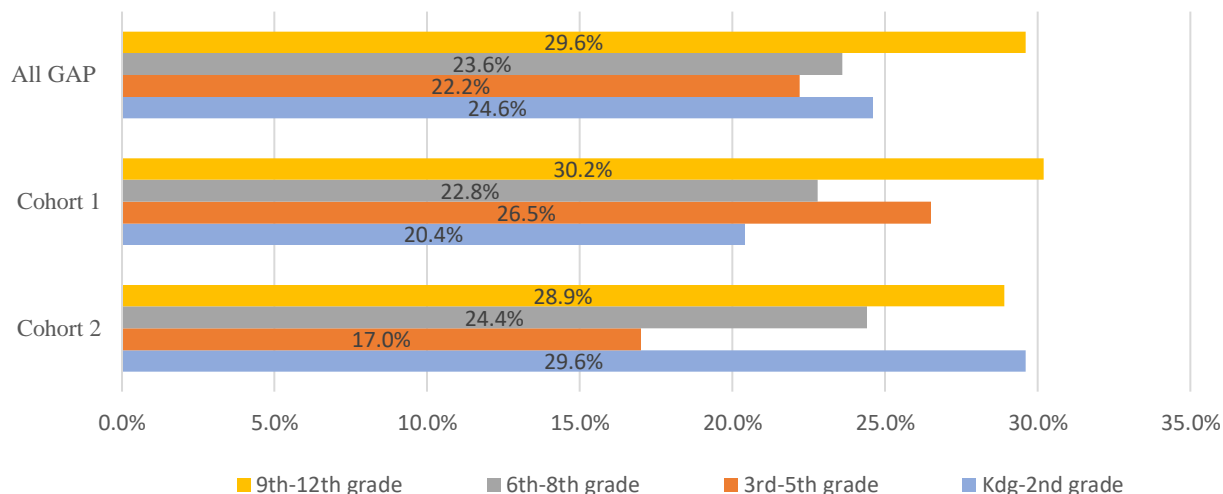
To protect the confidentiality of individual student data, two cohorts were created for reporting and analyzing student data. Cohort 1 includes the students who attended GAP at the largest program site (169 students) and Cohort 2 includes the students who attended GAP at the other 4 program sites (128 students).

The data in Table 1.1 show that differences among the students who attend GAP at the largest school and the students who attend GAP at the 4 smaller schools are masked when the data are aggregated as “All GAP Participants”. Cohort 1 has a smaller percentage of poor students, of males and of Alaska Native attending GAP, and a larger percentage of regular participants (30-89 days) than Cohort 2.

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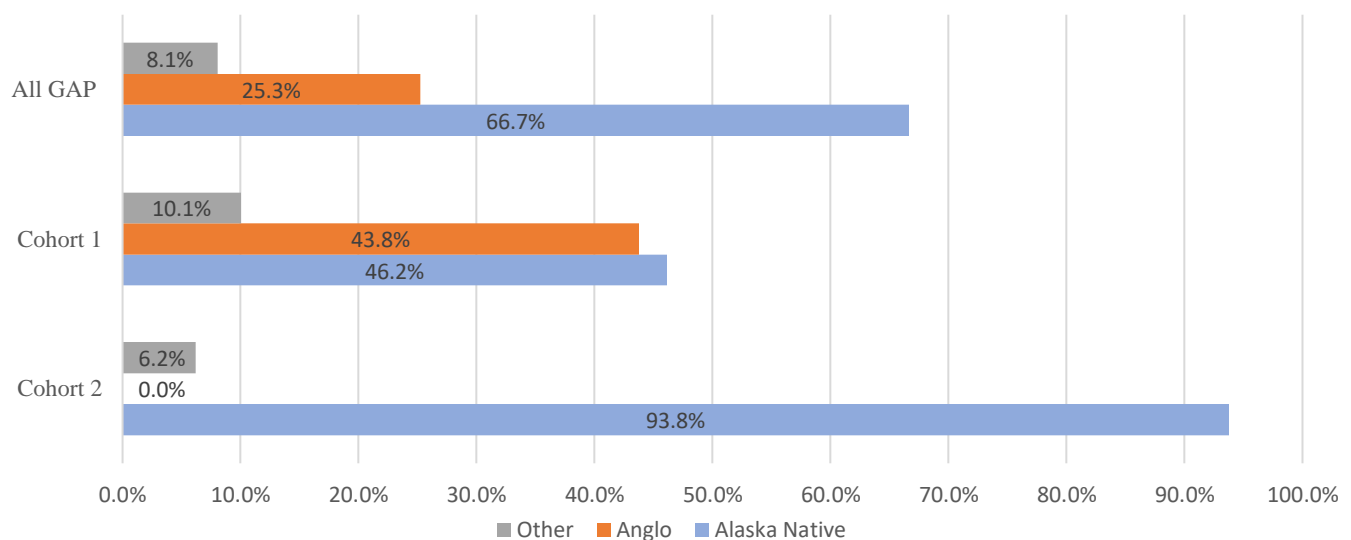
Further differences between Cohort 1 and Cohort 2 are displayed in Figures 1.2 and 1.3.

Figure 1.2 Percent of GAP Participants By Grade-All GAP Attendees, Cohort 1, Cohort 2



Source: AGSD PowerSchool

Figure 1.3 Percent of GAP Participants by Ethnicity-All GAP Attendees, Cohort 1, and Cohort 2



Source: AGSD PowerSchool

Because there were less than 10 Anglo students in Cohort 2, they were included in the “Other” category to protect their confidentiality.

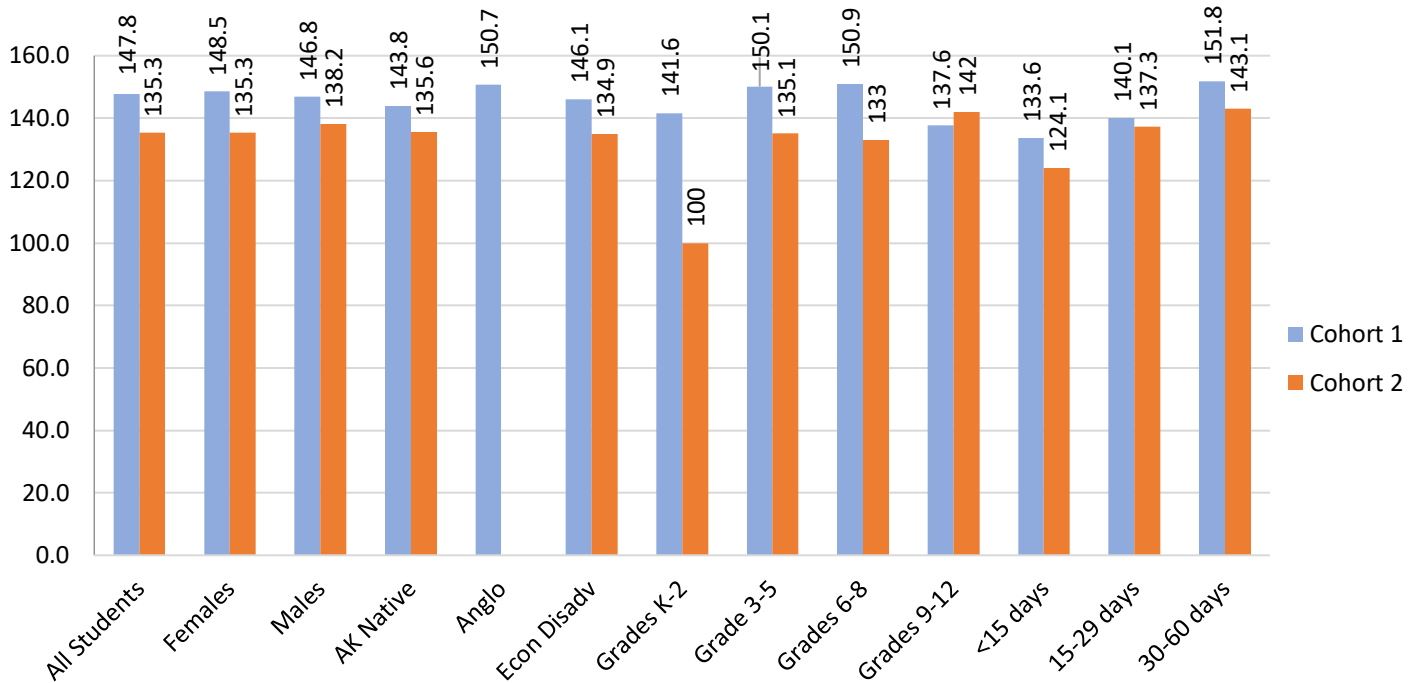
The data in these figures show that demographic differences between the two Cohorts that should be considered when crafting the content and delivery of the programs. These include the inclusion of culturally relevant activities for Cohort 1, and activities that are developmentally appropriate for 3rd -5th graders for Cohort 2.

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Attendance Patterns

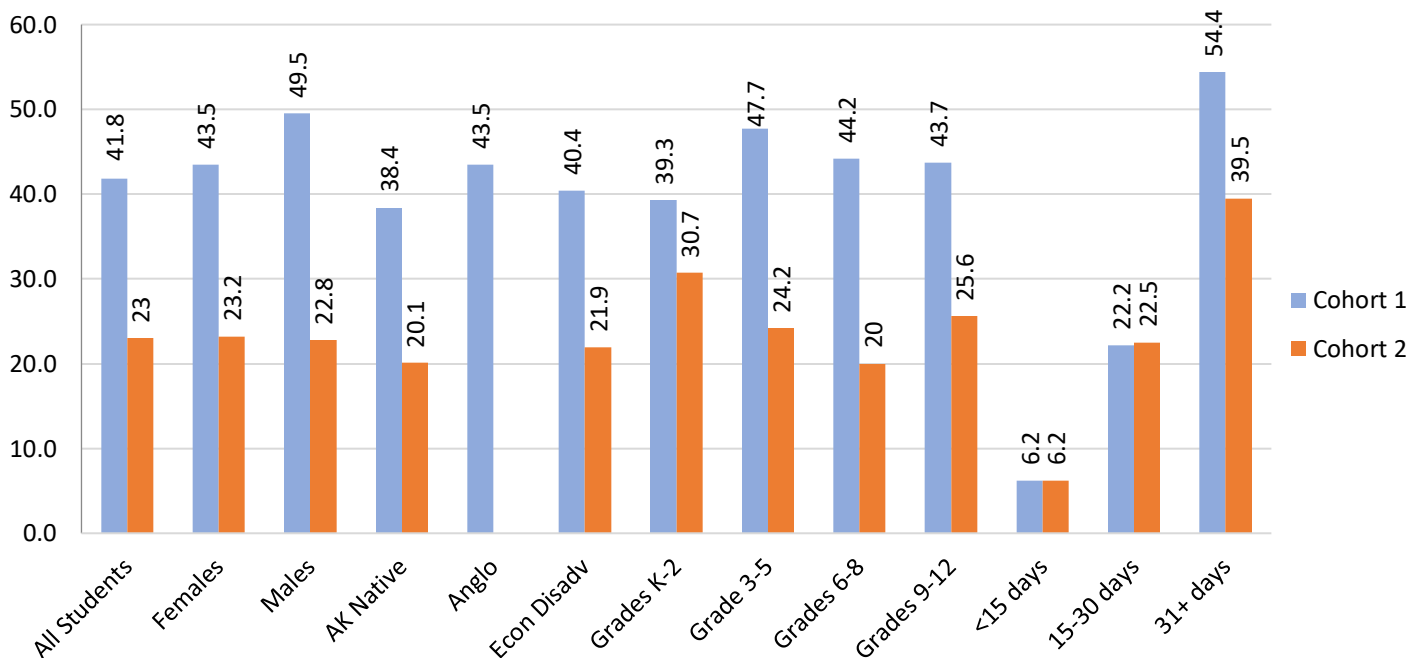
Table II (pg. 51) displays the data used to create the following charts and figures.

Figure 2.1 - Comparison of Average Number of Days GAP Participants Attended School by Cohort and Category



(Source: AGSD PowerSchool and GAP Attendance Sheets)

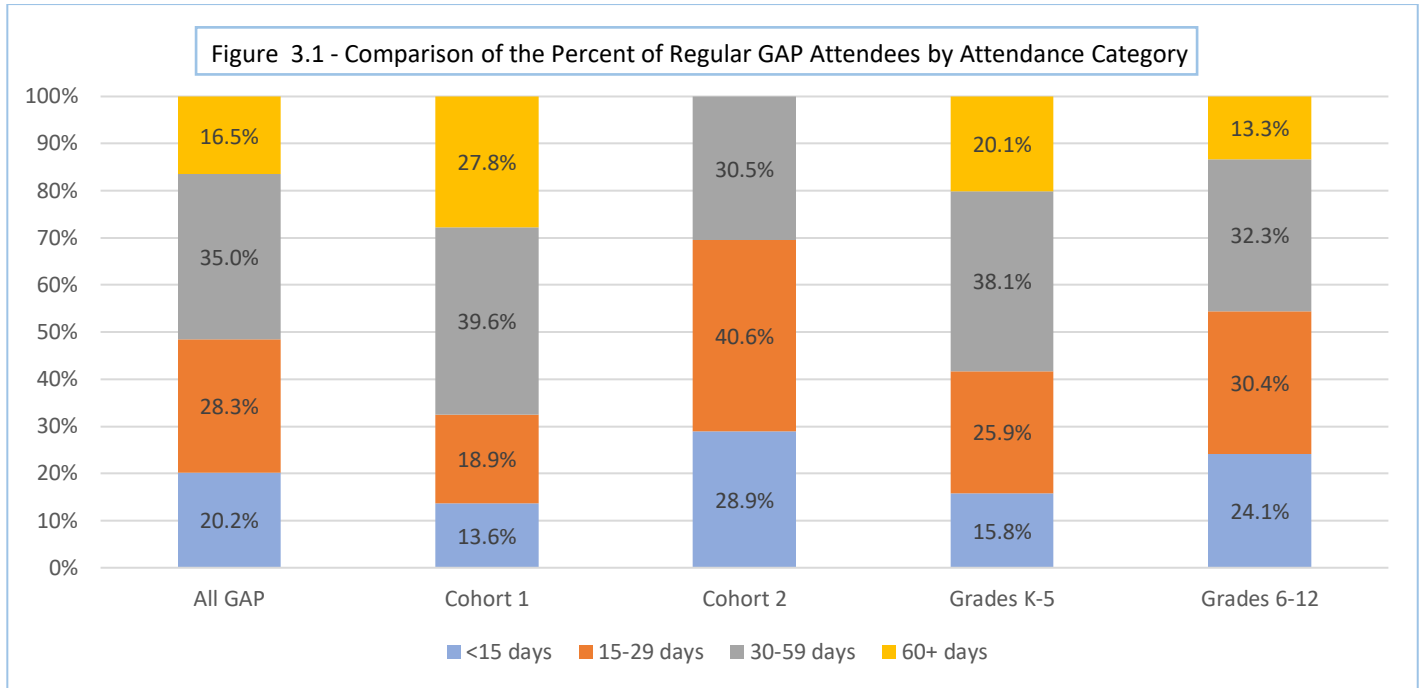
Figure 2.2- Comparison of Average Number of Days Students Attended GAP by Cohort and Category



(Source: AGSD PowerSchool and GAP Attendance Sheets)

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Table III (pg. 51) displays the data that were used to create this figure.



(Source: AGSD PowerSchool and GAP Attendance Sheets)

In almost every category, the average number of days students attended school was higher in Cohort 1 than in Cohort 2. The only exception was students in grades 9-12 where the difference was very small. There is a .385 correlation, which is considered a moderate positive correlation, between the number of days students attended school and the number of days they attended GAP.

Table 3.1: Comparison of Number of Students, Average Days Attended School and Average Days Attended GAP by Year and Cohort

	Program Schools		GAP Participants			Cohort 1			Cohort 2		
	# of students	% enrolled in GAP	# of students	Average days attended school	Average days attended GAP	# of students	Average days attended school	Average days attended GAP	# of students	Average days attended school	Average days attended GAP
FY19	318	65.4%	208	152	32.3	94	154.3	36.7	114	142.2	25.7
FY20	308	79.9%	246	156.3	31.7	145	155.3	37.2	101	157.0	23.7
FY21	300	81.7%	245	140.5	39.3	133	144.1	42.9	112	136.5	35.1
FY22	318	75.5%	240	146.8	27.0	129	143.7	27.6	111	135.1	26.4
FY23	364	81.6%	297	142.2	33.7	169	147.7	41.8	128	135.3	23.0

(Source: Longitudinal Data Base prepared by Ann Millard)

This table was added to show the effect of the pandemic on attendance patterns. Clearly, students attended significantly fewer days of school on average in FY20 and FY21 than in either of the two previous years. GAP attendance in FY22 was probably spuriously high since attendance was difficult to calculate when the packets were sent home. The number of students enrolled at program schools is higher than in any of the previous years as is the number of students enrolled in GAP. Students want to come to the after-school program to recover from the social isolation of the pandemic. Unfortunately, the problem is finding enough adults to fully staff the programs in smaller sites.

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Identification of Focus Students

A copy of the referral form is included in Appendix C (pg. 61).

GAP coordinators use data collected from Focus Student referral forms. Building administrators and classroom teachers complete the enrollment forms. The GAP coordinators receive the referrals at weekly PLC (Professional Learning Community) staff meetings at all sites. Academic achievement, social/emotional regulation, and self-improvement are examples of students' habits that the referral targets. Faculty can rank particular habits noting if it is a significant or minor concern. Specific interventions are assigned to Gateway staff to support growth within the area of concern. The data collated from each referral is reviewed each six-week rotation to determine whether there has been significant through slight achievement through the intervention. A plan is made at this time to continue, assess and change the intervention depending on what the data suggests.

Recruitment of students who fall into our target group, known as "Focus Students," is a multi-prong approach. Once a referral form is submitted, the coordinator calls the family to advise them that the afterschool program supports their child in a specific area. The coordinator will also encourage the family to enroll in GAP if that is different from the case and outline the benefits of regular attendance. Regular communication with teachers, counselors, and building administrators is another avenue coordinators use to build capacity to serve more students and especially those in our target group. Building relationships with students, families and the community is another strategy we employ to serve more "Focus students." Communication is vital to building relationships and includes a social media presence, monthly newsletters, afterschool fact sheets about the benefits of afterschool, schedules of what is happening in the afterschool, monthly family nights, and engaging staff, all part of the recruitment process. (Source: FY 23 Mid-Year GAP Report)

For this evaluation, an *a priori* process was used to define a “focus student” as a student who attended less than 80% of the time in FY22 or had a FY22 GPA of less than 2.50 or scored below the 16th percentile on one or more content areas on the FY22 MAPS testing. Improvement scores were calculated for these three measures for all students who had scores for both years and compared for the focus students who were in GAP and those who were not.

While this process allowed us to do preliminary analyses to determine if we achieved some of our goals the formula used to create this table has some serious drawbacks. First, the attendance and membership numbers were available only for GAP attendees in FY22 and the students who were GAP attendees in FY22 were not necessarily the same students who attended GAP in FY23. Second, there are no measures of behavior or special needs included in the qualifiers. Third, the professional, clinical judgement of experienced teachers in consultation with the previous year’s teacher is always superior to a strictly mathematical referral. Teachers look at the “whole child”, not just the qualifiers that are easily quantified. Other information, such as the comments on the Teacher Surveys or classroom observations, are not easily quantified but are valuable, nevertheless.

A better way to identify “focus students” is to continue to use the referral process through the PLCs. The GAP site coordinators could complete referral forms for students based on assessments included in this report and submit them to the PLCs for consideration. General and special classroom teachers could continue to refer students as they identify those who need more support. GAP can then be enlisted to provide accommodations or interventions during the academic support or homework help program offerings.

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Table 4.1: Number of students identified as Focus Students and Non-Focus Students by Number of Qualifiers and GAP Attendance Categories

	Students with data	No FY22 qualifiers	At least 1 FY22 qualifier
Total	364	246	118
Not in GAP in FY23	67	47	20
GAP attendees – FY23	297	199	98
GAP <15 days, >0	61	36	25
GAP 15-29 days	85	62	23
GAP 30+ days	151	101	50

(Source: Longitudinal Database, Ann Riley Millard)

Pathways, Credit Recovery and Graduation

Students who are identified as Focus Students for GAP are also probably qualified to participate in Pathways, an alternative high school model at AGSD. GAP can be a part of the Pathways curriculum, giving students a place and time to do homework, take correspondence courses, or meet with their mentor. In FY23, 19 students in GAP were 12th graders. 14 of those students (73.7%) were regular attendees of GAP. Seniors who were regular attendees in GAP had a greater increase in GPA and in the total number of credits. Significantly, seniors need 22 credits to graduate. The average for regularly attending focus students was 24.38 while the average for those who attended less than 15 days was 20.1.

Table 4.2: Average Change in GPA and Credits of 12th grade GAP Focus Students by Attendance Category

	Students with data	FY22 GPA	FY23 GPA	FY22 total credits	FY23 total credits
Total	19	2.55	2.62	4.375	23.199
GAP <15 days	5	2.83	2.49	3.75	20.1
GAP >15 days	14	2.46	2.67	4.687	24.385

(Source: Longitudinal Database, Ann Riley Millard)

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Observations and Professional Development

This section documents the assessment of the quality of GAP programming, and the implications for professional development. The challenge of evaluating program quality when on-site visits were not possible presented an opportunity to try some innovative solutions for observing and measuring the quality of GAP programming. These included:

1. the use of a virtual platform, called GoReact, to capture and respond to program sessions,
2. the use of a scoring rubric, the Program Quality Assessment for Youth and School-Age level programs to quantify program quality,
3. and the use of the Youth Program Quality Intervention to foster continuous improvement of program quality.

In this context, program quality includes fostering the development of academic and physical skills, as well as social and emotional protective factors.

Instrument - GoReact

GoReact is an application that allows an instructor or evaluator to place time-stamped comments on a video that a student or staff member creates as part of an assignment. The video can be recorded live directly on the application or created on zoom or another digital device and uploaded to the GoReact application.

Purpose

To capture observations of program sessions and provide feedback to program staff regarding the quality of those sessions.

Preparation for Administration

The evaluator, called the instructor, participated in training to use the application and set up the “class” for the site coordinators. The evaluator insured that all children who will be included in the video have parent permission to have their images used.

Procedures for Administration

Because these observations could not be done in-person, the evaluator scheduled a zoom meeting and recorded the session on zoom. Then the zoom recording was uploaded to the GoReact application. This allowed the evaluator to watch the zoom session “live” and view the recording and make comments. The comments were then used to complete the Program Quality Assessment.

The evaluator could also observe the sessions in-person and at the same time record the session on the GoReact application.

Results

The evaluator observed 5 program sessions in 4 sites from November 10th-22nd, 2021 and 4 program sessions in 4 sites from May 2-5, 2022 using zoom meetings which were recorded. The evaluator uploaded the zoom recordings to the GoReact application and recorded comments on each. The evaluator shared the video with the comments and the text copies of the comments with each of the site coordinators using the GoReact application.

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Conclusions and Recommendations

Although the process took longer than a one-time observation, the ability to observe and take notes opportunities to describe the quality of the program sessions. The resulting field notes provide the evaluator with a rich source of data to use when completing the PQA.

Instrument – Youth Program Quality Assessment – Youth Version

A copy of Form A of the YPQA, the Observation Summary Form, and the completed observation summaries for each site are included in Appendix D.

The Youth Program Quality Assessment (PQA-Y) is an instrument designed to evaluate the quality of youth-serving programs. While its practical uses include both program assessment and program improvement, its overall purpose is to encourage individuals, programs and systems to focus on the quality of the experiences young people have in programs and the corresponding training needs of staff...The YPQA has its roots in a long lineage of quality measurement rubrics developed by the High/Scope Educational Research Foundation over the past several decades for pre-school, elementary and now youth programs...In its current form, the tool is relevant for a wide range of community-based and school-based youth-serving settings that serve grades 4–12. It has been used in a range of after-school, camp, youth development, prevention and juvenile justice programs. There is now a School Age Program Quality Assessment (PQA-SA) which is designed to evaluate the quality of programs for youth in grades K–6.

The YPQA-Form A measures factors at the Program Offering level that affect quality at the “point of service.” The four major domains covered by Form A included Safe Environment, Supportive Environment, Interaction, and Engagement. Each domain includes from 3 to 7 scales which are each measured by 3 to 5 items. The items are assessed by the presence of indicators (observed behaviors) and are intended to capture whether none of the indicators (1), some of the indicators (3) or all of the indicators (5) were observed. (From Measuring Youth Program Quality, 2nd Edition, 2009, pgs. 77-78)

The external evaluator created an Observation Summary Form to share the results of the observations with program staff. The Center for Youth Program Quality has approved this summary form for use in this evaluation.

Purpose

To assess the quality of GAP program offerings; to provide program staff with information needed for self-assessment of program quality; to provide program coordinator information to guide professional development and to document high-quality programming, a fundamental prerequisite for achievement of program goals.

Preparation for Administration

The external evaluator took the on-line training from the Center for Youth Program Quality to insure the validity and reliability of the observations.

Procedures for Administration

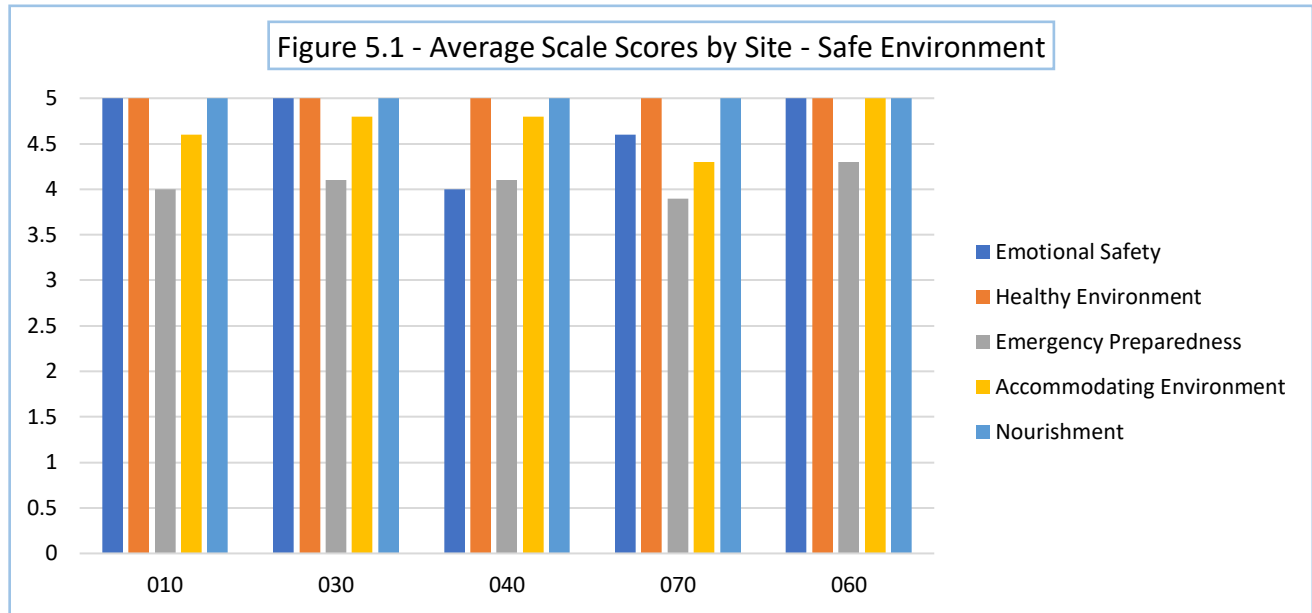
The external evaluator scheduled the observations via zoom meetings in Nov. 2021 and May 2022 and recorded each session while observing it live. The recording was then uploaded to the GoReact application and the evaluator made comments. The comments were downloaded in a pdf and used to complete the rubric, which was summarized on the summary form. The process took approximately 6-8 hours to complete or 1 day per site.

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Results

Observations of 5 program sessions at 5 sites were successfully completed in Oct.-Nov. 2022 and observations of 5 program sessions at 4 sites were successfully completed in Apr. 2023.. All 5 sites were observed at least once. Scores for observations of multiple program offerings at one site were averaged for each scale to produce the graph.

Table V (pg. 52) displays the YPQA results used to create the following figures.

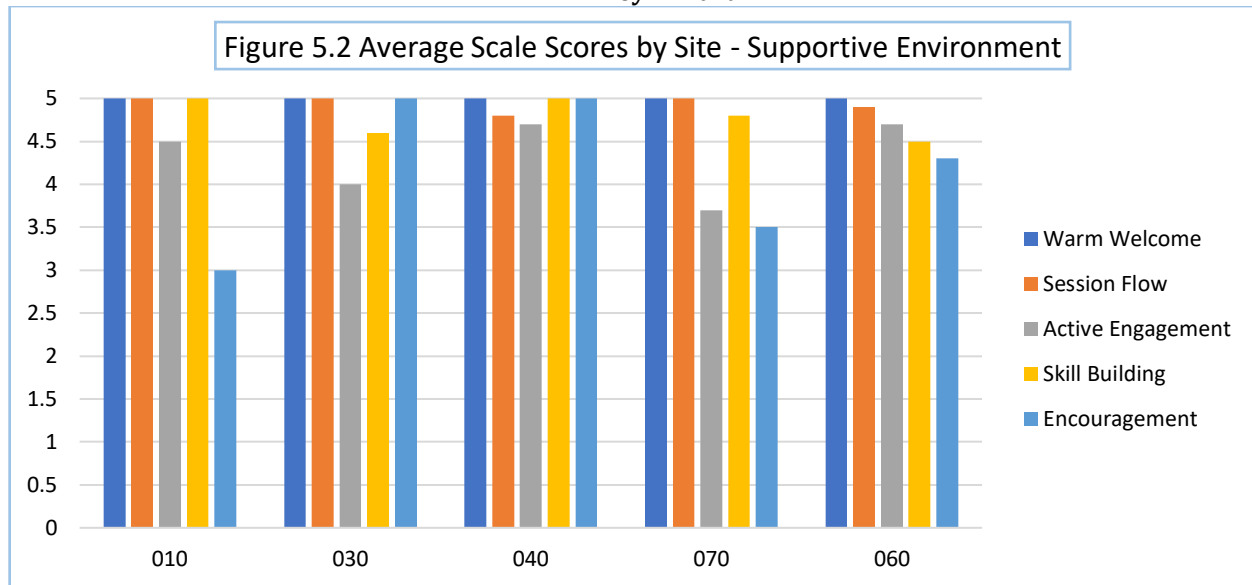


(Source: YPQA Observation Summaries)

All sites provided a safe environment. A review of the emergency procedures and how to post them will be sufficient to improve the scores in that area.

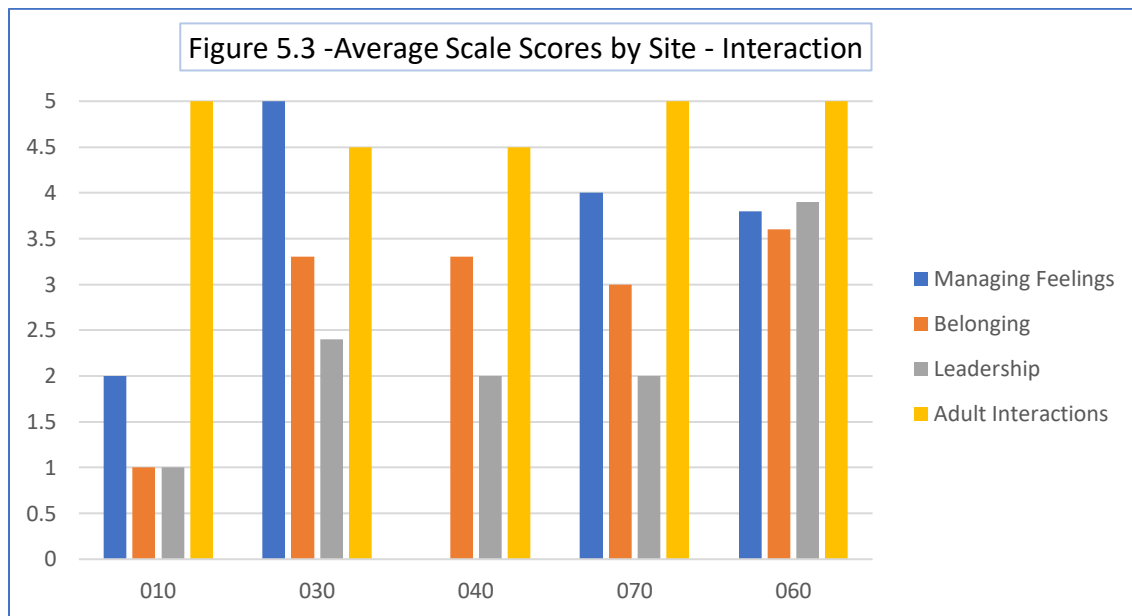
Although there were no observed incidents of teasing, bullying or exclusion that would impact emotional safety, 30.1% of students did report that other students teased them or were unkind on a student survey (SAYO) in May 2023.

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(Source: YPQA Observation Summaries)

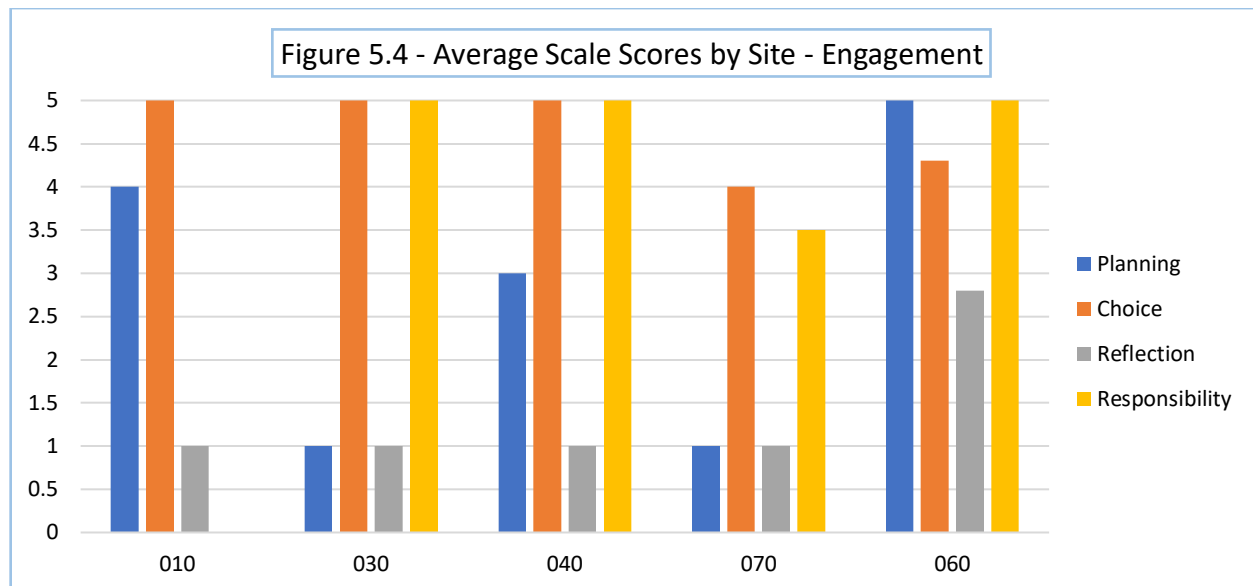
No serious incidents of negative or confrontational behavior were observed. Two incidents were observed with younger children that staff handled by quietly calming and redirecting the students. Some training in helping students manage feelings, such as Scribble Spot, might be beneficial for K-4th grade programs. Encouraging staff to attend the on-line training using the Youth Work Methods workbook “Ask, Listen, Encourage” would be of use for most staff members.



(Source: YPQA Observation Summaries)

More opportunities for students to assume age-appropriate leadership roles could be provided at all sites. More opportunities for students to assume some responsibility for tasks, such as cleaning up or distributing materials, and for working in small groups would be valuable at a couple of the sites. The simple addition of ice-breakers or structured opportunities to develop a sense of belonging would be appropriate at all sites. The use of techniques for checking in on feelings and sharing them, such as Scribble Spots, can help with getting to know the other students.

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(Source: YPQA Observation Summaries)

Although opportunities for reflection was low at 5 sites, it may have been that opportunities were given to students at times other times when they were not observed. Reflection is a great way to wrap up a program session and easy to add. Allowing youth more opportunity to plan and have choice in content or process helps them invest in the programs and promotes better attendance, especially for older youth. Professional development in these areas should be considered.

Conclusions and Recommendations

Collaborating with the Youth Program Quality Intervention project sponsored by the Alaska After-school Network to provide professional development in the challenging areas would be an excellent addition to the opportunities for continuous improvement of GAP.

Encouraging staff to become more engaged in self-improvement efforts using the data would be a significant step forward in the YPQI process.

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21st CCLC Teacher Surveys

A copy of the 21st CCLC Teacher Survey is included in Appendix E (pp.)

21-22 Instructions for Administering the Teacher Survey for Alaska 21st CCLC

For the 21-22 school year, there are changes **for whom** the Teacher Survey must be administered. There are also a few changes to the survey itself: Namely, an additional answer option (“No room for growth”) and the inclusion of one additional question that aligns with US ED reporting requirements. **Please read carefully to make sure the correct data is captured and the updated survey is used.**

For the 21-22 school year, all Alaska 21st CCLC programs are required to administer the “Teacher Survey for Alaska 21st CCLC” **only for kindergarten through 5th grade** students who attended 21st CCLC programming during the school year **and prior summer**, but for **every** K-5th grade program attendee-- **regardless of whether they only attended a few hours of programming.**

Please note: Up until this year, the “Teacher Survey for Alaska 21st CCLC” was required for all students K-12, but only for those who attended 30 days or more (and not including summer programming). If you run programming for 6th -12th graders, please see the section at the end of this document, as some 6th -12th programs can (and may need to) administer the Teacher Survey for more students than DEED is now uniformly requiring.

The “Teacher Survey for Alaska 21st CCLC” is used to measure teacher perceptions of student school year growth or decline in academic areas as well as important social/emotional or non-cognitive behaviors that are important to both school and life success. Additionally, it poses one question about family engagement. The Teacher Survey data contributes to Alaska’s statewide evaluation, and it also helps Alaska 21st CCLC programs capture outcome data that must be reported to US ED annually via the 21apr data collection.

Programs can administer the Alaska 21st CCLC Teacher Survey on paper, through email, via a survey tool like Survey Monkey or Google Forms, or whatever system will work best for that program. However, to ensure the administration is as consistent across the state as possible, **please use the following procedures:**

- For every 21-22 kindergarten through 5th grade student who enrolled in your program during summer of 2021 and/or school year 21-22, select one of his or her 21-22 **regular school-day teachers** to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. Although you may include in your sample the teachers who also are serving as 21st CCLC program staff, it is preferable to survey teachers who are not, unless they are the students main regular day teacher. Regardless of whether a student attended only Summer 2021 programming, only School year 21-22 programming, or both—only one Teacher Survey should be completed for that student (in the spring of 2022).
- Administer the Teacher Survey near the end of year when students have had a chance to experience maximum “doses” of 21st CCLC programming, but early enough that you will still have staff on contract to help administer. The beginning of April or about 3 weeks prior to the end of the year’s programming is typically a good time to do this.

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- Please do not alter or customize the survey in any way.
- Please do not give additional instructions about how to interpret or complete questions. Just let teachers complete to the best of their ability, given the options offered in the survey.
- Do not imply favorable (nor negative) responses are necessary for 21st CCLC programming to continue.
- It is likely a teacher will be asked to complete the survey for more than one student. The teacher will need a separate survey for each individual child.
- Keep track of which teachers you asked to complete surveys and for which students. It is likely some teachers will require you to do follow up requests before they complete the survey(s).
- Give a short due date by which you would like the survey completed

By spring, DEED will provide an Excel workbook you can use to record the individual survey data, prep it for aggregation needed for 21apr, and submit the data to DEED. One such workbook will be completed for **each center** the grantee operated during the 21-22 school year. If the grantee did summer 2021 programming, a Summer 21 workbook will also be submitted for each summer center they ran.

For programs wishing or needing to continue administering the Teacher Survey for Alaska 21st CCLC for their 6th -12th graders:

In response to US ED changing the required GPA, DEED will **no longer require** the Teacher Survey be administered to 6th -12th graders. However, be aware that your program may have set Performance Indicators for their Local Evaluation that depend upon Teacher Survey data for 6-12th graders who attended 30 days or more of programming during the regular school year; if so, this will require you to administer the survey for more students than is now generally required by DEED.

Below are recommended instructions for conducting a 6th-12th Teacher Survey based upon the historical instructions gave for the past 5 years:

- For every student you have identified as a regular attendee (30 days or more of program attendance excluding summer programming), select one of his or her regular school-day teachers to complete the teacher survey. For middle and high school students, a mathematics or English teacher should be surveyed. Although you may include in your sample the teachers who also are serving as 21st CCLC program staff, it is preferable to survey teachers who are not.
- Administer the Teacher Survey near the end of year when students have had a chance to experience maximum “doses” of 21st CCLC programming, but early enough that you will still have staff on contract to help administer. The beginning of April or about 3 weeks prior to the end of the year’s programming is typically a good time to do this.
- Please do not alter or customize the survey in any way.
- Please do not give additional instructions about how to interpret or complete questions. Just let teachers complete to the best of their ability, given the options offered in the survey.

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- Do not imply favorable (nor negative) responses are necessary for 21st CCLC programming to continue.
- It is likely a teacher will be asked to complete the survey for more than one student. The teacher will need a separate survey for each individual child.
- Keep track of which teachers you asked to complete surveys and for which students. It is likely some teachers will require you to do follow up requests before they complete the survey(s).
- Give a short due date by which you would like the survey completed.

To collect and aggregate Teacher responses, you can opt to use the historical “Center Data Workbook *with/without* Tally Sheet” Excel Workbook that DEED provided. Two different workbooks are provided – with or without Tally Sheet. The grantee chooses which to complete depending on whether they prefer to have the DEED workbook aggregate/crunch the data or to aggregate using a separate tool. One workbook is completed for each **center** the grantee operates.

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Student Surveys

Instrument - Survey of Academic and Youth Outcomes – Youth Version – (4th-8th grade)

A copy of the GAP Youth Survey (Fall and additional End of Year questions) is included in Appendix F.

The *Survey of Academic and Youth Outcomes* (SAYO, formerly known as the Survey of Afterschool Youth Outcomes) was developed by the National Institute on Out-of-School Time (NIOST) in 2003, in partnership with the Massachusetts Department of Elementary and Secondary Education for the 21st Century Community Learning Centers program... SAYO-Y scales target areas considered by the developers to be best measured by asking youth directly.

The two versions of the SAYO-Y contain more than 80 questions each, divided across 18 scales. Students report on a range of their own perceptions, beliefs and attitudes using a four-point response scale: no, mostly no, mostly yes, or yes. (From *Soft Skills to Hard Data: Measuring Youth Program Outcomes*, 2014, pg. 42)

The external evaluator selected 6 scales comprised of 20 questions to be included in this survey based on the relevance to GAP outcomes. These scales measure: engagement and enjoyment, relationships with peers and adults and working with a group. 4 open-ended questions asked students to identify activities they prefer. In the spring additional items measured the students' perception of improved achievement that resulted from GAP attendance. Copies of the surveys are included in Appendix A.

Purpose

To include student perceptions and choices in planning GAP program offerings; to demonstrate changes in student perception of their communication, collaboration, initiative, and perseverance after attending GAP; and to document achievement of program goals.

Preparation for Administration

The external evaluator and program coordinator took the on-line Survey Administrator training and arranged for the site coordinators to receive the appropriate training. In FY23, the SAYO was given in the fall and the spring.

The site coordinators had a choice of having participants complete the survey using survey monkey or using a paper version of the GAP Youth Survey.

The training protocol from NIOST was offered on-line to all site coordinators. Receiving this training is a requirement of using the instrument. This requires the site coordinator to make cards with each student's name on one side and ID# on the other. The card was given to the student to use when completing the survey after giving informed consent to participate in the survey. The cards were returned to the site coordinator, who stores them in a secure place until the next administration.

Procedures for Administration

60 participants completed the fall survey from Sept. 1-Dec. , 2022. 112 students completed the end-of-year survey from Mar 1-June 30, 2023. Only 46 students completed surveys at both times.

At those sites that used Survey Monkey, the external evaluator sent the link to the site coordinator. The site coordinator shared the link with the students during a homework session. The students completed the survey using survey monkey and then resumed their regularly assigned homework.

At those sites administering the survey using the paper-and -pencil version, the external evaluator also provided copies of the survey and envelopes to return them to each site coordinator. The site

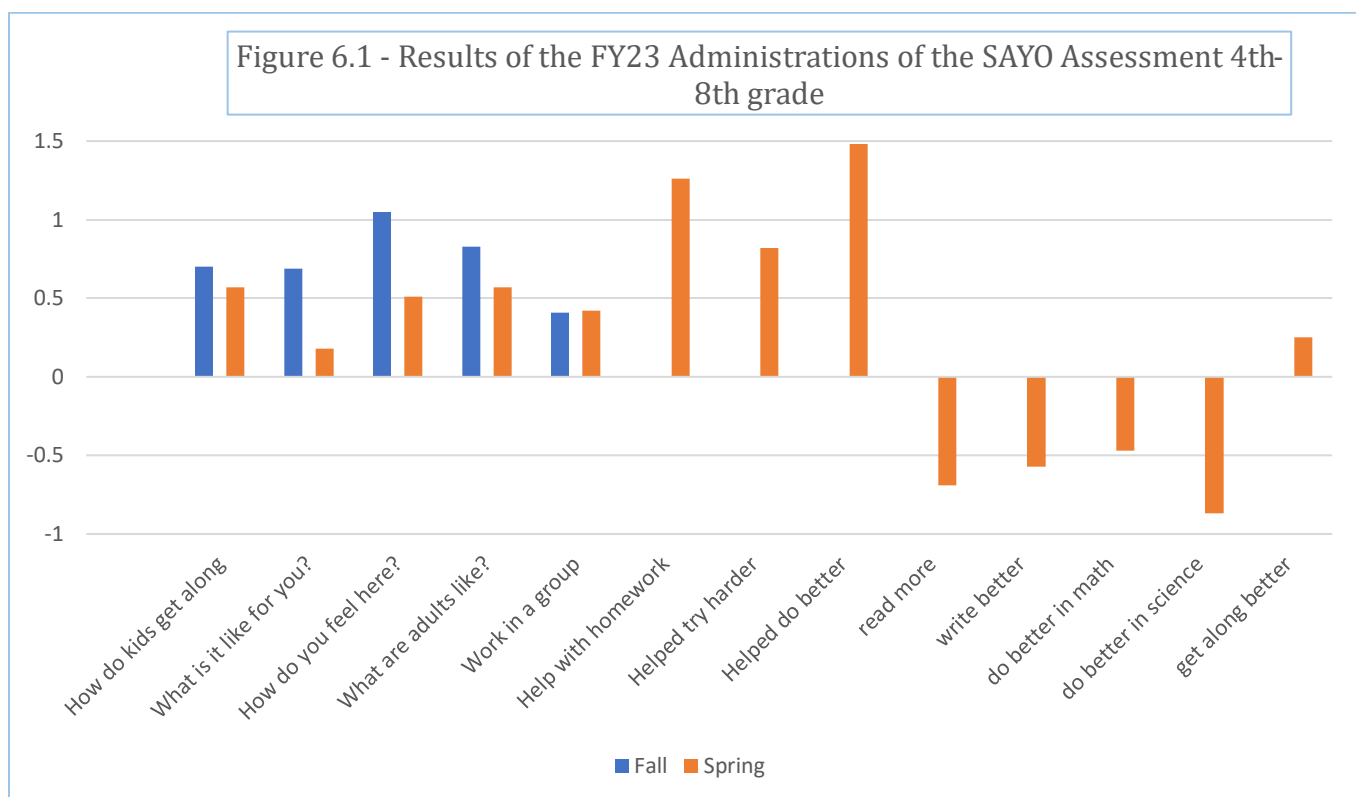
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coordinator arranged a time for students to complete the survey during a homework session. The external evaluator then added the paper and pencil responses to the results on the Survey Monkey site, so the responses were included on the reports from Survey Monkey.

Results

Participant responses to each item were recoded to numbers. Negative response was coded as -2 or -1; positive responses were coded as +1 or +2. The numerical responses to the items that comprise each scale are averaged for each respondent to obtain a scale score. These scale scores are averaged across respondents to obtain the average scale score displayed in the graph below.

Students' scaled scores were compared with attendance data, Teacher Survey data, and achievement scores.



(Source: SAYO Results, Survey Monkey Report)

These results are for general impressions only. Average scaled scores greater than 0 are considered to indicate a relatively positive experience. The results reported in the Program Outcome Finding are more specific and designed to address specific evaluation questions.

These results are not comparable for the fall and spring administrations. First, the samples were small and only 46 students completed surveys at both times. The students at Site 030 did not complete the fall surveys and completed the spring surveys after a popular site coordinator had left the community.

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Second, the experience of students in Cohort 1 and Cohort 2 was quite different. It may be that the experience was less engaging in the spring, when students no longer played basketball and we coming out of a long winter.

Conclusions and Recommendations

The responses to this survey suggest that the participants may benefit from activities designed to develop a sense of belonging and cooperation. Also, the participants may also benefit from the integration of authentic experiences that require reading, writing, and math to complete them. Examples of these experiences might be making a program newspaper, science experiments, or following recipes or building instructions.

The responses to the open-ended questions contain very valuable information and should be discussed with staff at all sites so the participants' suggestions can be included in the future planning.

It is recommended that the Beginning and End-Of-Year survey be given in FY24. All site coordinators should participate in on-line training, required to supervise the administration of the SAYO-Y, during the January in-service. This may be arranged by site or as a group but should be supervised by the external evaluator or program coordinator. The site coordinators should develop strategies for collecting the survey responses from all participants based on the experience of this administration.

Instrument - Student Survey – K-3rd grade

A copy of the GAP Student Survey is included in Appendix G (pg. 71)

The instrument includes 4 questions which correspond to 4 of the Scales on the SAYO – Youth Version.

Students respond by checking boxes indicating a yes or no response to questions these questions. They then write responses to the last 2 questions.

Administration

The administration of the K-3rd Student Survey in May 2023 was a bit ragged. Paper copies of the GAP Student Surveys were given to students in Sites 030, 040, and 070 to complete. At Site 060, the same SAYO form that was completed by the 4th-8th graders on-line was given to the Kdg-3rd graders in paper format.

Results

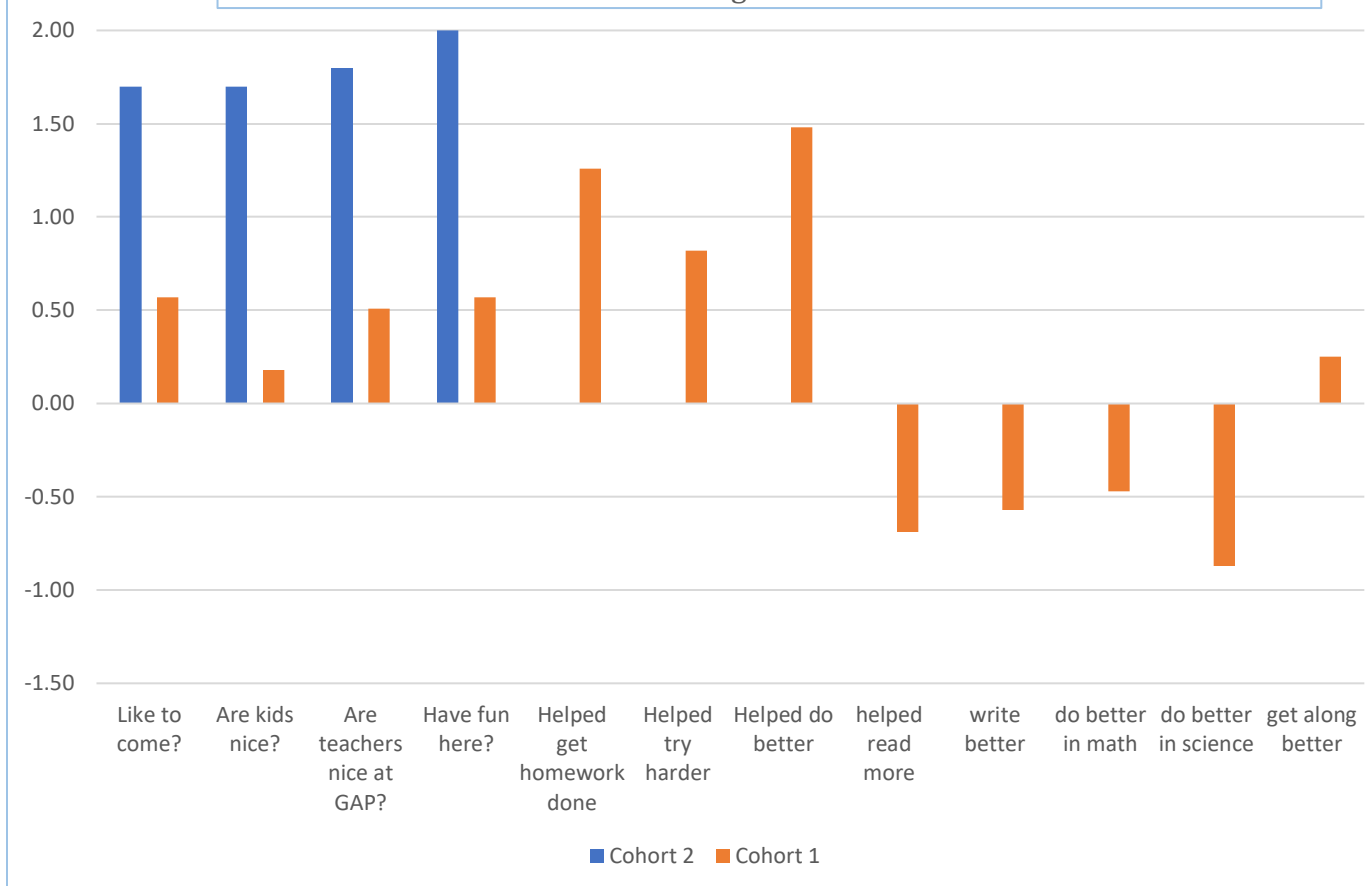
The responses by the 26 participants from Sites 030, 040, and 070 completed the AGSD were grouped together in Cohort 1. The responses by the 30 participants from Site 060 were grouped together in Cohort 2.

Participant responses to each item were recoded to numbers. Negative response was coded as -2 or -1; positive responses were coded as +1 or +2. The numerical responses to the items that comprise each scale are averaged for each respondent to obtain a scale score. These scale scores are averaged across respondents to obtain the average scale score displayed in the graph below.

The difference in the format of the questions between the two surveys meant that the results for Cohort 1 and Cohort 2 aren't comparable. Answering a yes/no questions is different than choosing among yes/mostly yes/mostly no/no responses. Also, the responses for Cohort 1 are averages of several questions that make up the scale, whereas for Cohort 2, the responses were either 2 or -2.

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Figure 6.2 - Results of the FY23 Administrations of the Student Survey - Kdg-3rd grade



Conclusions and Recommendations

It is interesting that the results for the younger students who used the same assessment look very similar to the results from the 4th-8th grade students. The students are reporting a relatively positive experience and view the program as beneficial.

The comments that the students wrote about what they enjoyed and what they would like to do next year are the most informative part of this assessment. Summaries of the student’s responses will be shared with the staff to be incorporated in the FY24 program choices.

This instrument needs to be revisited. The SAYO is a little too detailed and the GAP Student Survey isn’t detailed enough. A revision of the instrument will be suggested to get more information about student responses. For example, “Are kids nice here with a “yes/no” response doesn’t give enough detail to guide social/emotional learning compared to the three statements, “Kids here are friendly. Kids here tease each other or are unkind. Kids here treat each other with respect with “Yes/mostly yes/mostly no/no” responses.

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Family Engagement

Family nights are held each month at each school. Tok school has two coordinators, one for elementary and one for middle school and high school. All other schools have one coordinator. Each site's family activity night coordinator works closely with the GAP coordinator to ensure a seamless transition for the families who attend the events scheduled after the afterschool day. In addition, the Family Activity night coordinator sends out communications about the event, checks on transport requests from families attending the event, and prepares for a large influx of parents, community members, and siblings as the afterschool day finishes.

An increase in afterschool communications with students, families, and the community has been implemented this past semester. Contacts include updates to the website, social media posts, increased communication in the monthly Mukluk newsletter, and designated flyers that introduce afterschool staff, detail what activities are on offer, and what food choices students will have when dinner is provided.

Afterschool coordinators have received training to support increased communication. Professional development includes how to send out text alerts to families with students in the afterschool program, the process for adding information to the website, and training on FERPA when adding information to newsletters and social media.

A communications log provides a record of communication with parents/caregivers of students referred to the afterschool program via the focus student referral process by certified staff. (Source Mid-Year Progress Report, FY23)

Family Activity Night

Table VI– Summary of Family Activity Night Activities

Site	Number of Family Activity Nights	Number of GAP attendees	Number of GAP families	Number of GAP attendees with family attending at least one FAN activities	Percent of GAP attendees with family attending at least one FAN activities
Cohort 2 010 030 040 050 070	Let's Get Cooking, Skiing & Snowboarding, Games, Christmas, Fall Festival, Family Math, STEM	11	5	10	90.9%
	Journey to Fitness, Literacy Night,	28	9	13	46.4%
	Bird Feeder Building, Cupcake Decorating, Egg Drop Designing, FAN Literacy, Make Your Own Pizza, Pumpkin Decorating	56	9	39	69.6%
		7	4	4	57.1%
	Pumpkin Carving, Math Games, JitterBug Building, Game Night, Painting Aurora Borealis, Bingo, Gingerbread Building, Planting	33	5	15	45.5%
Cohort 1 060 REACH	Book Date, Chopped FAN, Christmas, Easter Egg Hunt, Escape the School, Halloween, Mushing, Rockets, Paint Night, Valentines	162	91	92	56.8%
Total		297	123	173	58.2%

Source: Family Activity Night Attendance Sheets and PowerSchool

¹ The numbers reported here are "per family". Even if more than one adult from a family attended an activity, only one was counted.

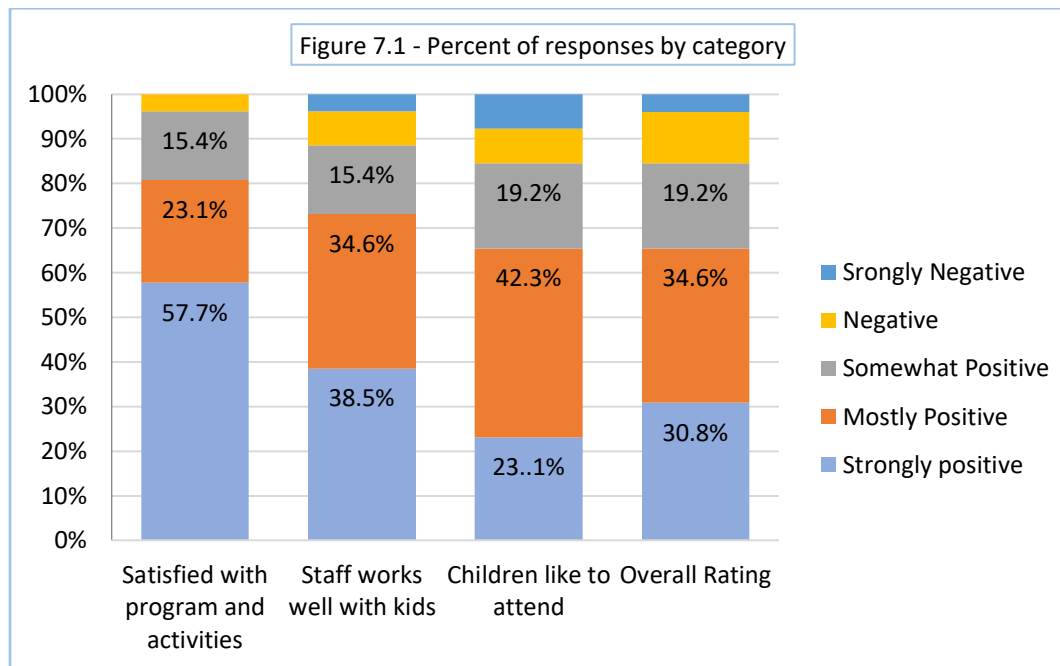
58.2% of GAP attendees had at least one family member attending at least one Family Activity Night. This exceeds our goal of 30%.

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Parent Survey -

The Annual Family Survey was not administered in FY23 because the Program Coordinator left the program unexpectedly for health reasons before it was given to the parents.

During April 2022, parents of GAP attendees completed an on-line survey about GAP. 26 parents responded to the survey. The results of that survey are presented below. Because the Parent Survey was created and delivered on-line, no copy of the survey is available for inclusion in the Appendix.



(Source: Parent Survey Results, Google docs)

These quotes are from the parent responses to “What do you like best about GAP?”

Being able to complete homework; Homework time; Homework; Always there for the kids when they need help with their schoolwork; Access to homework help; Let's them focus on schoolwork as well as enjoy their evening;

Activities; Activities during the cold winters; Structure Activity; Extra Activities; Always there for the kids to do other activities; The ability for fun activities after school; I like the activities that are available especially Lego league and shooting; Structured activities; Activities; Provided structured activities with some time for physical activity (e.g., yoga); my kids love the activities; more activities; I like the idea of the time frame for activities;

Being able to have fun after school; Dinner is provided and transportation; Fun ways to learn; Works well with students; Social gatherings, her friends, basketball, and some creative stuff; Learns a little more; Provide opportunities for students;

These quotes are from parent responses to “Do you have suggestions for things we could improve?”

No or none – 5; Keep it up; It seems pretty great; Like to see more. Gym activities; Teachers and GAP staff to communicate about homework; Stricter rules; More age-appropriate things for middle and high [school]; hiring a tutor; For the older students, maybe incorporate life skills, studying for driver's license, get familiar with education opportunities and job readiness skills. They love basketball and volleyball, so that's always a good activity, too; Maybe ask the kids for ideas activities they would be interested in doing; More consistency and direction; Maybe more outside activities; More reading material; More structure for middle school and high school students; more staff; Teach how to bake, doing measurements.

(Source: FY22 Parent Survey responses)

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Staff and Community Partnerships

A summary of the program operations is displayed in Table VII. (pg. 3)

- ❖ *Brightways Learning*
 - ❖ *Provided Kaleidoscope Connect training attended by the district mental health counselor, who offered services during the afterschool program.*
- ❖ *Tanana Chiefs Conference*
 - ❖ *TCC provides support staff at Tetlin during GAP for tutoring and cultural activities.*
 - ❖ *The GAP coordinator and the Tetlin tribal administrator met early in the semester to communicate about the afterschool schedule and cultural activities that occur in the afterschool program.*
- ❖ *Tetlin National Wildlife Refuge*
 - ❖ *The education specialist from Tetlin National Wildlife offered Hunter's Education to middle school students enrolled in the afterschool program. The education specialist also offered a study in ornithology for students in 3rd through 5th grade at Tok school during the afterschool program in semester one.*
 - ❖ *A representative from TNWR serves on the Advisory Council.*
- ❖ *Tok Lions Club*
 - ❖ *A Lions Club representative is on the summer planning committee regarding using the pool and lifeguards to run swimming lessons.*
- ❖ *AGSD Teen Advisory Group*
 - ❖ *High school students from 4 sites met for a day to participate in leadership training and team building. A lock-in with further activities centered around leadership was scheduled for February 2023.*
- ❖ *Alaska After-School Network /Youth Program Quality Initiative*
 - ❖ *The Network provided consultation with staff to improve program quality.*
 - ❖ *The Network provided training for program coordinator at a pre-conference session called “Planning With Data”*
 - ❖ *The Network provided training for site coordinators and other staff in Tok in March to interpret and plan with SAYO data.*

(Source: Mid-Year Progress Report, Jan. 2023)

CHAPTER 3: EVALUATION APPROACH

Evaluation Questions

- I. Is the program operating as anticipated?
 1. Is GAP offering a high-quality after-school program?
 - a. Are all sites making continuous improvement of YPQA scores across administrations?
 - b. Do attendees report enjoyment and engagement?
 2. Are students attending GAP regularly and participating in the learning experiences on their play lists?
 - a. Do GAP sites offer a new schedule every six weeks that includes opportunities for all students to Achieve, Engage, or Discover as reported by the site playlist.
 - b. What percent of students are enrolling in GAP and are regular attendees?
 3. Is the referral process being used correctly at all sites and resulting in student progress toward exit criteria?
 - a. Do all of the focus students have a referral form completed?
 - b. Are meaningful interventions for underserved populations implemented?
 4. Are focus students attending GAP regularly, participating in the interventions, and being monitored by the referring PLC?
 - a. How many focus students attend GAP regularly?
 - b. Do regular classroom teachers report improvement in reasons for referral?
- II. Have regular participants improved performance on achievement measures after attending GAP?
 1. Are regular participants improving scores on MAPS assessment from previous year?
 2. Are teachers reporting that regular attendees are improving academic performance, participation, and homework completion, behavior?
 3. Do students report that attending GAP helped them improve academic skills?
- III. Are regular participants developing communication skills, relationships and collaboration skills, critical thinking and decision-making and initiative and self-direction?
 1. Are teachers reporting that regular attendees are improving in collaboration, seeking assistance, perseverance, expressing needs and feeling appropriately, getting along well with other students, forming positive relationships with adults?
 2. Are students reporting improvement in social and academic competence as a result of GAP attendance?
- IV. Are families attending with family night activities and reporting satisfaction with the program?
 1. Are families signing in for family night activities?
 2. Are parents reporting satisfaction with the GAP program?

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Evaluation Methods

Operational definitions – FY23 Only

Program Quality and Implementation

A quality after-school program is one that provides a safe environment, a supportive environment, interaction, and engagement as measured by the Youth Program Quality Assessment.

A regular GAP participant is a student who attends more than 15 days of GAP as recorded on GAP attendance records.

Focus students are students who were identified as attending less than 80% of membership days in FY22 or having an unweighted GPA of less than 2.50 in FY22 or scoring below the 16th percentile on the FY22 Spring administration of the MAPS Language Arts, Math, or Reading Courses.

Academic Outputs and Outcomes

A differentiated intervention is instruction that provides a different way of accessing, processing, or demonstrating understanding of content than that provided in the regular classroom setting as measured by activities on individual student play lists.

High quality learning experiences are engaging activities that result in a measurable product that demonstrates learning in GAP as measured positive statements about Engagement and Enjoyment from the Survey of Academic and Youth Outcomes - Youth Version (4th-12th).

Participation in classroom instruction as measured by student daily attendance as recorded in Power School.

Improved academic performance is measured by an increase in a student's GPA or Percentile rank on the MAPS language art, math, or reading assessments from the previous year or a score of improved on the academic subscale on the 21st CCLC Teacher Survey.

Improved engagement in classroom activities is defined as an increase in percent of days attended compared to days of membership in the previous year, a score of "improved" on attendance or participation subscales on the 21st CCLC Teacher Survey or as positive statements on the Survey of Academic and Youth Outcomes-Youth Version from GAP attendees.

Social/Emotional Outputs and Outcomes

Better behavior and social interactions are defined as a score of "improved" in at least one area for regular GAP attendees as measured by the 21st CCLC Teacher Survey.

Development of communication skills, relationships & collaboration, critical thinking & decision-making, initiative & self-direction is defined as positive statements by students on the Survey of Academic and Youth Outcomes-Student Version or as improvement in at least one area for regular GAP attendees as measured by the 21st CCLC Teacher Survey.

Family Involvement Outputs and Outcomes

A regular family participant is a parent or guardian who attends at least 1 of the 4 family activities each year as measure by attendance sheets.

Quality family engagement activities are learning experiences that include an educational parenting component, take-away home-based learning activities, and/or opportunities for families to recreate and learn together as measured by family night agendas.

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Table VIII: Evaluation Methods-Instrumentation, Data Collections, and Analysis Methods

Instrument	Purpose	Who	How	When	Analysis
Enrollment form Appendix B	To document <u>student enrollment</u>	<u>Parents</u> complete or revise form yearly for students enrolled in GAP	<u>GAP staff</u> enter the data into the GAP database	Prior to start of GAP classes	Number of students who attend program schools compared to number enrolled in GAP.
Attendance sheets by activity	To document <u>student attendance and participation</u>	<u>GAP staff</u> complete at the beginning of each session	<u>GAP staff</u> enter the data into PowerSchool	As soon as GAP begins	Counts for specific activities entered in APR and compared to enrollment
Referral Form Appendix C	To Identify <u>focus students</u> and state reasons for GAP intervention	<u>Regular classroom teachers</u> complete for students who are need GAP intervention	<u>PLC at site</u> complete and regularly review; send electronic copy to GAP Program Coordinator	As needed; reviewed every six weeks	Compare reasons for referral to Teacher Survey perception of improvement
Youth Program Quality Assessment Appendix D	To assess <u>quality of program offerings</u> for improvement efforts	<u>Evaluator</u> observes and reports results to staff	<u>Evaluator</u> observes and completes protocols and discusses results with GAP staff	Beginning of Nov. and beginning of May	Score protocols and share summaries with GAP staff to guide professional development
AK MAPS Assessment Results only	To measure <u>improvement in academic achievement</u>	<u>All students, grades 3-9,</u> complete the State Assessment	<u>Students</u> take the assessment on-line	During April. Results in fall of next school year.	Comparison of student category scores for current and previous year
AK 21 st CCLC Teacher Survey Appendix E	To assess <u>teacher perception of student improvement</u>	<u>Regular classroom teachers</u> complete for all GAP attendees	<u>GAP program coordinator</u> distributes paper form to classroom teachers.	Beginning of May	Comparison of percent of students who improved by attendance category
Parent survey On-line	To assess <u>parent satisfaction with GAP</u> program offerings	<u>Parents</u> complete the surveys online	<u>Program Coordinator</u> creates an online form and sends to parents to complete; follows up with non-responders.	Beginning of May	Evaluator collects and summarizes responses and reports in final evaluation.
SAYO-Y Appendix F	To assess <u>students' self-report of enjoyment and engagement and improvement</u>	<u>GAP participants, grades 4-8,</u> complete a self-report survey on-line	<u>GAP staff</u> monitor the delivery of the on-line assessment.	Beginning of May	Evaluator collects results to share with GAP staff and guide future professional development
GAP Student Surveys	To assess <u>students' self-report of enjoyment and engagement and what activities they enjoy and what they would like to see added.</u>	<u>GAP participants, grades K-4,</u> complete a self-report survey on paper in a homework help session.	<u>GAP staff</u> administer the assessment and help younger students read the questions, if necessary.	At the end of each 6-week cycle.	Evaluator collects results to monitor student input. GAP staff review the results to assist with planning of program offerings.

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CHAPTER 4: EVALUATION FINDINGS

Overall Summary and Progress on GAP Performance Indicators

Table IX: Performance Indicator Reporting Table

Goals and Performance Indicators	FY23
Goal I: Participation in GAP will increase student achievement and reinforce regular school day academic learning	
I.a.1. 65% of GAP sites will offer a new schedule every six weeks that includes opportunities for all students to Achieve, Engage, or Discover as reported by the site playlist.	Met
I.a.2. 100% of all students referred to PLC will have a referral form that includes 6-week re-evaluations of suggested GAP interventions. (Will be completed and submitted to PLCs by Program Coordinator in FY24)	Not available
I.b.1. 5% of GAP participants in grades 7-12 who have unweighted GPAs of less than 3.00 will improve their GPA in FY23 to 3.00 or greater. (16.1%)	Met
I.b.2. 80% of focus students will be regular GAP participants as measured by GAP attendance records. (Focus students defined by FY22 attendance, GPA, and Percentile Rank on MAPS) (75.6%)	Partially met
I.b.3. 85% of focus students who are regular GAP participants will improve their performance on the “reason for referral” indicated on their referral form as measured by the Alaska 21st CCLC Teacher Survey. (60% improved)	Partially met
Goal II: Participation in GAP activities will help build relationships, support resiliency and expand real-life experiences.	
II.a.1. 80% of regular GAP participants in 4th-12th grades will report an increase in the number of positive responses to the engagement and enjoyment subscale of the SAYO-Y	Met
II.a.2. 60% of regular GAP attendees will report increase in the number of positive relationships with adults as measured by responses on the Student Support Card SAYO-Y	Met
II.b.1. 85% of regular participants in kindergarten through 3 rd grade will indicate enjoyment and engagement in GAP, as measured by the student survey	Met
II.b.2. 85% of regular participants in 4 th – 12 th grade will increase the number of positive statements on the SAYO-Y subtests of: communications skills, relationships and collaboration, critical thinking and decision making, and initiative and self-direction.	Partially met
Goal III: Participation in GAP family activities will support student learning and strengthen relationships among family members	
III.a.1. 30% of parents who have enrolled students will attend at least one of four scheduled GAP family activities annually. (58% attended at least once)	Met
III.b.1. 85% of parents/guardians who have enrolled students will report that they are satisfied or very satisfied in each focus area on the annual family survey (Family survey not given in 23)	Not available

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Program Outcome Findings

Academic Performance

GPA Scores

GPRA MEASURE #2: GRADE POINT AVERAGE (GPA):

Percentage of students in grades 7–8 and 10–12 attending 21stCCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.

66 students had unweighted GPA scores in FY22 of less than 3.00. 29 of those students improved their GPA in FY23 to greater than 2.99. That means 18.2% of those students improved, which exceeds our goal of 5%.

Table 4.1 – Comparison of Focus and Non-Focus Students Enrolled in GAP: Improved Attendance, Improved Percentile Rank on MAPS, and Improved GPA

		Attendance				MAPS						GPA			
		Number of students w/ 2 years data	Number of students improved	Average % of days attended FY22	Average % of days attended FY23	Math			Reading			Number of students	Number improved	Average GPA FY22	Average GPA FY23
						Number of students	Number improved	Average %ile FY23	Number of students	Number improved	Average %ile FY23				
Not Focus Students	Total	144	38 32.2%	93%	88.9%	98	49 50%	47.1	103	54 52.4%	46.7	84	38 45.2%	3.17	2.94
	Not GAP attendees	11	3			7	3		7	4		11	4		
	GAP attendees	133 91.1%	35 25.1%	93%	88.6%	91 92.9%	46 50.5%	31.5	96 93.2%	50 52.1%	46.6	73 86.9%	34 46.6%	3.19	2.96
	< 15 days	11	4			10	2		5	3		22	4		
	15-29 days	50	7			39	13		29	14		23	14		
	30+ days	72	24	93%	89.5%	66	31		62	33		39	16		
Focus Students	Total	27	17 63%	64.8%	64.1%	90	64 48.7%	10.9	80	61 76.3%	13.3	51	29 56.9%	1.60	2.16
	Not GAP attendees	4	2			8	5		7	5		12	5		
	GAP attendees	23 85.2%	15 65.2%	68.1%	67.7%	82 91.1%	59 72%	11.0	73 91.3%	56 76.7%	13.6	39 76.4%	24 61.5%	1.62	2.00
	< 15 days	11	5			17	11		20	13		16	10	1.43	1.84
	15-29 days	6	4			25	17		17	16		10	7	1.89	2.20
	30+ days	6	6			40	31		36	27		13	7	1.65	2.06

Results in cells of less than 5 students are not displayed. (Source: Longitudinal database prepared by External Evaluator from District data.)

Although these results are based on “focus students” who were identified by FY22 performance on these measures, they do show that a larger percentage of “focus” showed improvement in FY23 than “non-focus” students. In addition, both “focus” and “non-focus” students who attended GAP showed more improvement in FY23 than those who did not attend GAP. This pattern is consistent across measures.

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21st CCLC Teacher Surveys

Table XI (pg. 51) displays the results of the 21st CCLC Teacher Surveys which were used to create this table.

Table 11.1: Number of GAP Students Showing Academic Improvement on Teacher Surveys by GAP Attendance Category

	All Surveys	Homework - Improved	Homework - stayed the same	Homework - Decreased	Participation - Improved	Participation Stayed the same	Participation - Decreased	Academics - Improved	Academics - Stayed the same	Academics - Decreased
All returned	154	77	68	9	90	55	9	100	47	7
	100%	50%	44.2%	5.8%	58.4%	35.7%	5.8%	64.9%	30.5%	4.5%
15-29 days	41	19	18	4	20	17	4	25	13	3
	26.6%	46.3%	46.3%	9.8%	48.8%	41.5%	9.8%	61%	31.7%	7.3%
30+ days	90	49	40	1	61	28	1	64	26	0
	58.4%	54.5%	44.4%	1.1%	67.8%	31.1%	1.1%	71.1%	28.9%	

(Source: 21st CCLC Teacher Survey)

Of the 151 regular GAP attendees, teachers reported that 51.9% had improved on assignment completion, 61.8% had improved on classroom participation, and 67.9% had improved on academics.

Table 11.2: Number of Regularly Attending Focus Students Showing Academic Improvement on Teacher Surveys by GAP Attendance Category

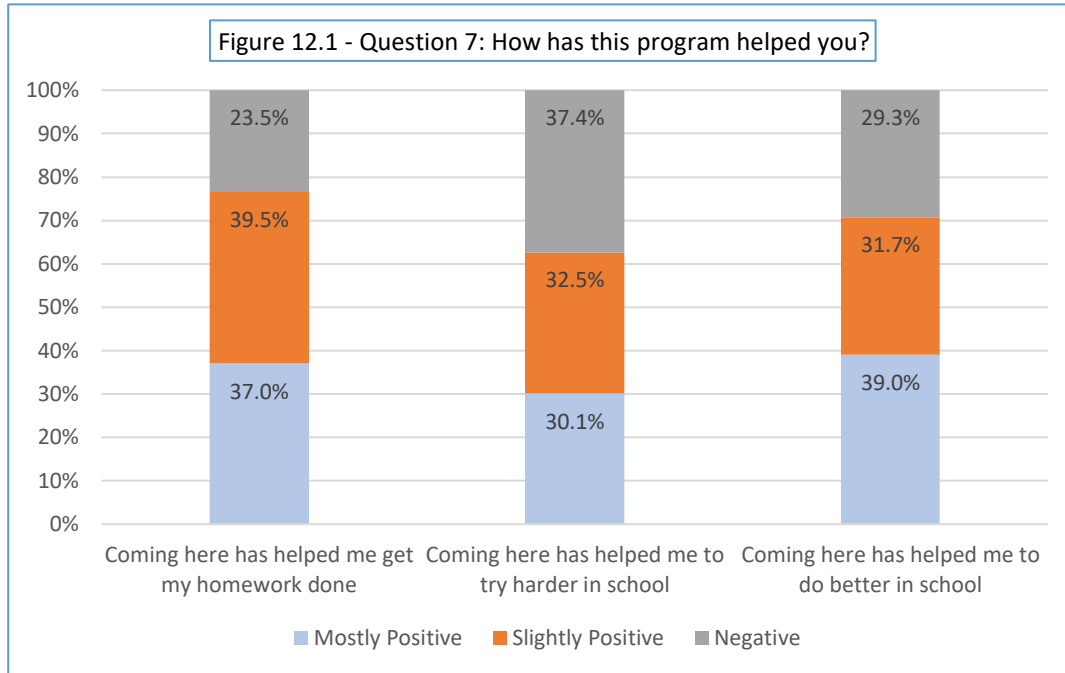
	All Surveys	Homework - Improved	Homework - stayed the same	Homework - Decreased	Participation - Improved	Participation - Stayed the same	Participation - Decreased	Academics - Improved	Academics - Stayed the same	Academics - Decreased
All returned	55	32	10	3	33	17	5	34	17	4
	100%	58.2%	18.2%	5.5%	60%	30.9%	9.1%	61.8%	30.9%	7.3%
15-29 days	22	11	8	3	9	9	4	14	5	3
	40%	50%	36.4%	13.6%	40.9%	40.9%	18.2%	63.6%	22.7%	13.6%
30+ days	33	21	12	0	24	8	1	20	12	1
	60%	63.6%	36.4%		72.7%	24.2%	3.0%	60.6%	36.4%	3.0%

Teachers returned 21st CCLC Teacher Surveys for 55 (56.1%) of the 98 regularly attending focus students, who were referred for FY22 attendance, low MAPS scores, or low GPA. Teachers reported that 58.2% showed improvement in homework completion, 60% showed improvement in classroom participation, and 61.8% improved in academic performance.

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SAYO Survey Results

Several scales and items on the SAYO capture student perceptions of improvement in academics. The following chart displays the responses to one of these questions.



(Source: SAYO Summary Results, Survey Monkey)

70.7% of respondents reported that attending GAP helped them do better in school at least a little. 76.5% of respondents reported that attending GAP helped them get their homework done.

Social / Emotional Learning

21st CCLC Teacher Survey

The Student Support Card was not administered to students in 2023. Instead, the results of the Teacher Surveys and the student responses on the SAYO are included below.

Table 11.3: Number of Students Showing Improvement in Behavior and Personal Strengths on Surveys by GAP Attendance Category

	All Surveys	Behavior - Improved	Behavior - No change	Behavior - Decreased	Collaboration - Improved	Collaboration - No change	Collaboration - Decreased	Peer Relations Improved	Peer Relations No change	Peer Relations Decreased
All returned	154	87	55	11	93	59	2	92	57	4
	100%	56.9%	35.9%	7.2%	60.4%	38.3%	1.3%	60.1%	37.3%	2.6%
15-29 days	41	23	13	5	22	17	2	20	18	3
	26.6%	56.1%	41.5%	4.9%	53.7%	41.5%	4.9%	48.8%	43.9%	7.3%
30 + days	90	54	32	3	60	30	0	60	28	1
	58.4%	60.7%	36%	3.4%	66.7%	33.3%		67.4%	31.5%	1.1%

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(Source: 21ST CCLC Teacher Survey)

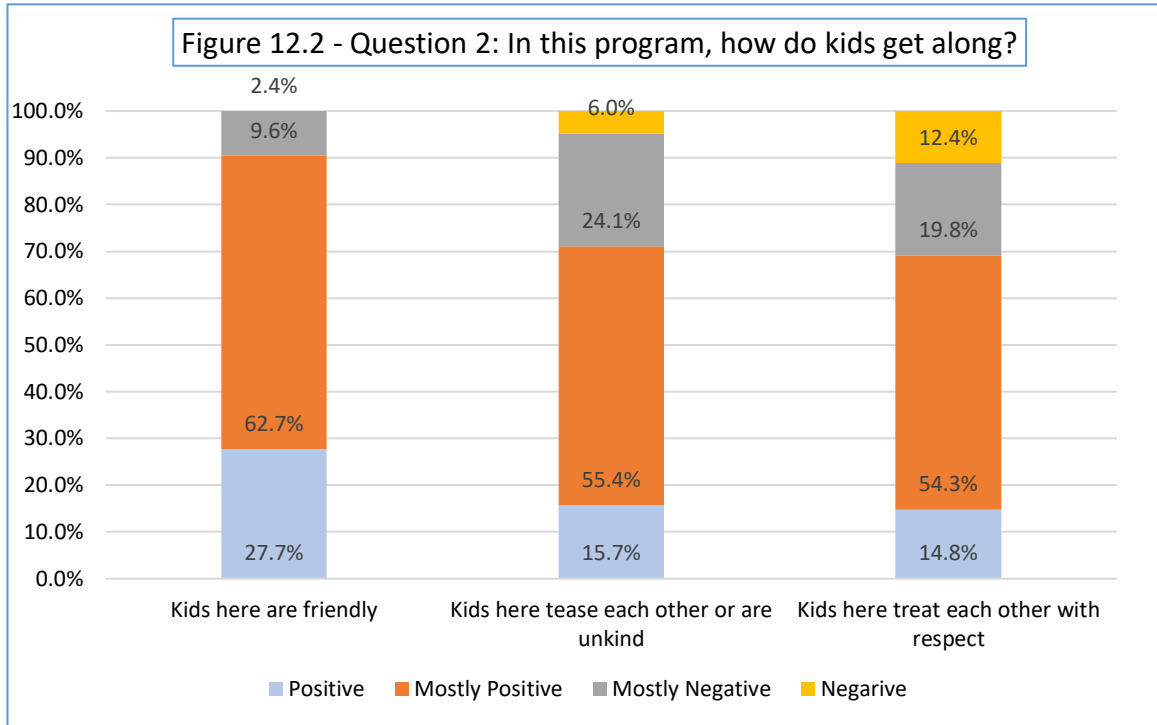
Across categories, classroom teachers reported that around 60 % of regular GAP attendees improved in behavior in class, collaborating with others, and peer relations.

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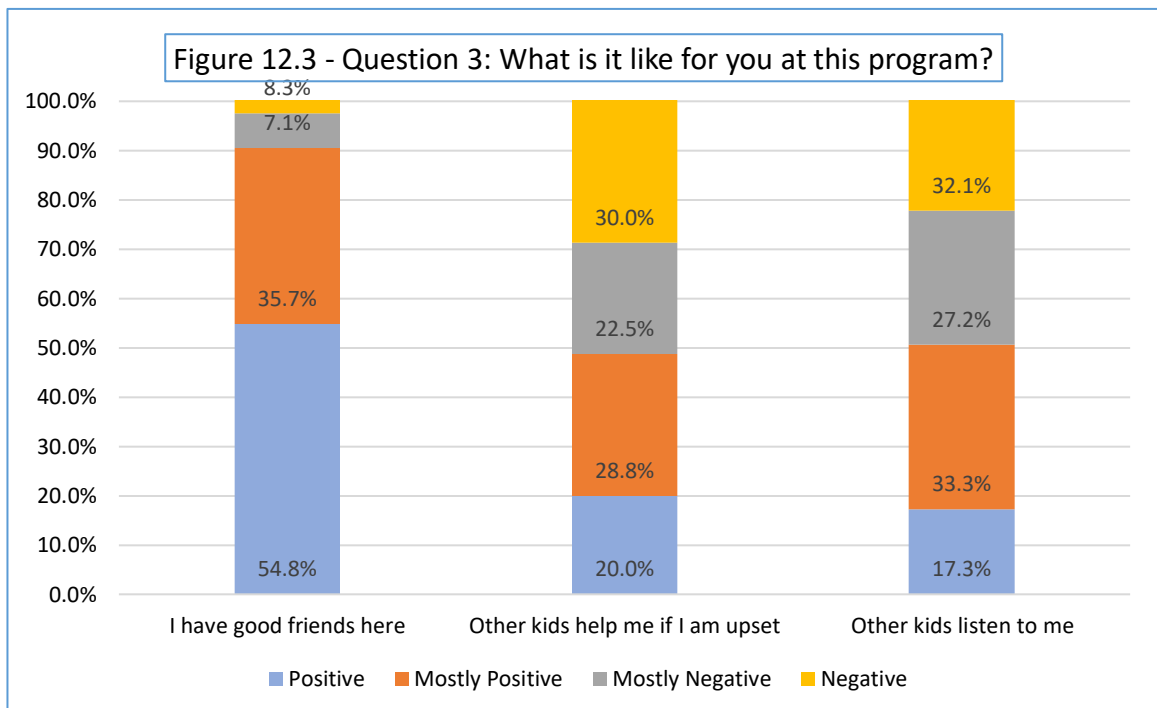
SAYO Survey Results

Several scales and items on the SAYO capture student perceptions of social relationships in GAP. The following charts display the responses to some of these questions.

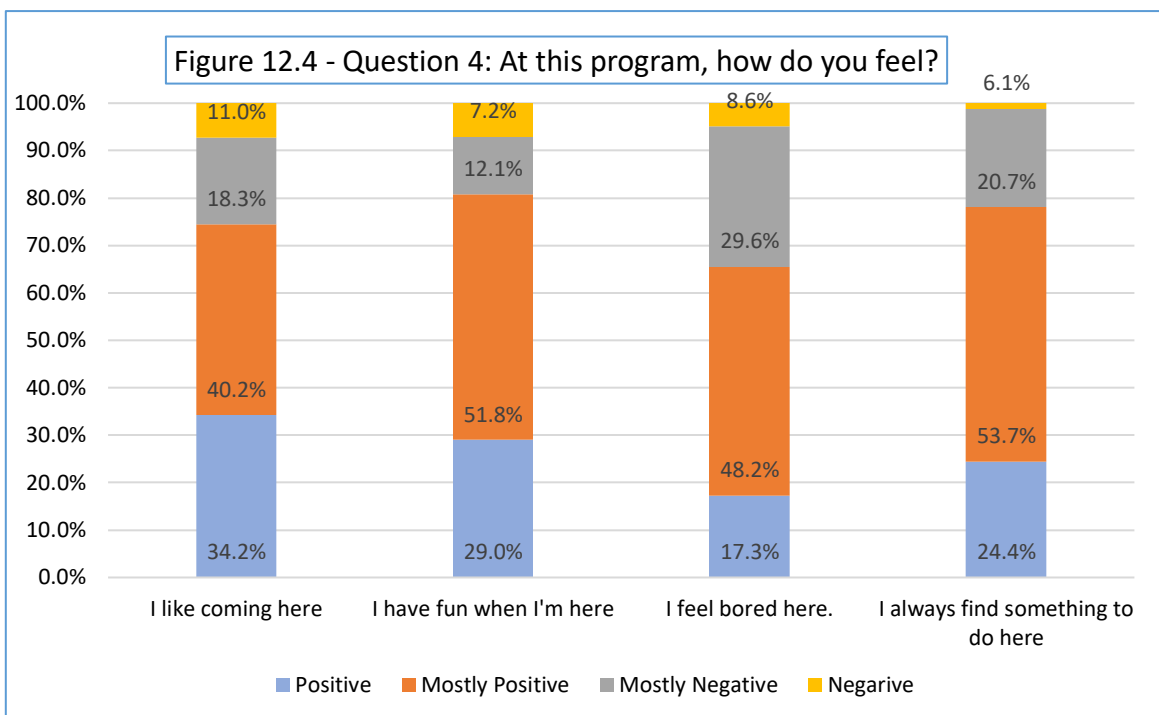
(Source: SAYO Summary Results, Survey Monkey)



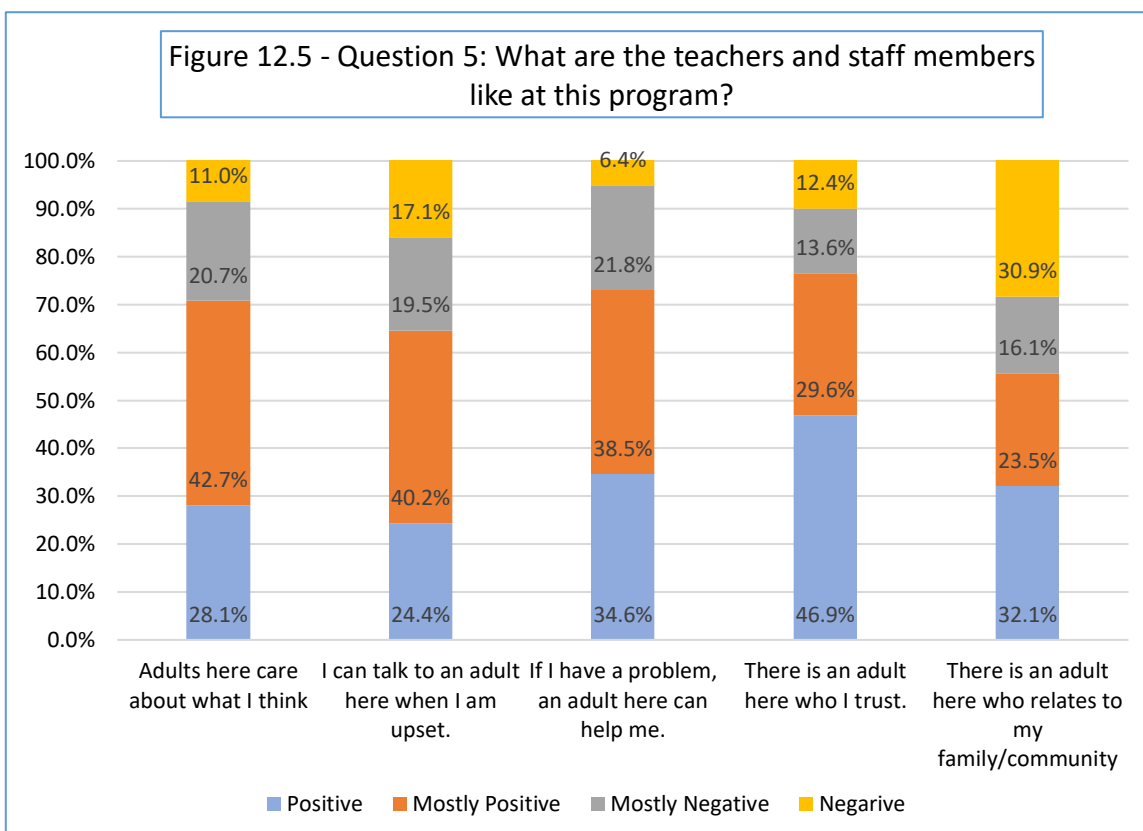
(Source: SAYO Summary Results, Survey Monkey)



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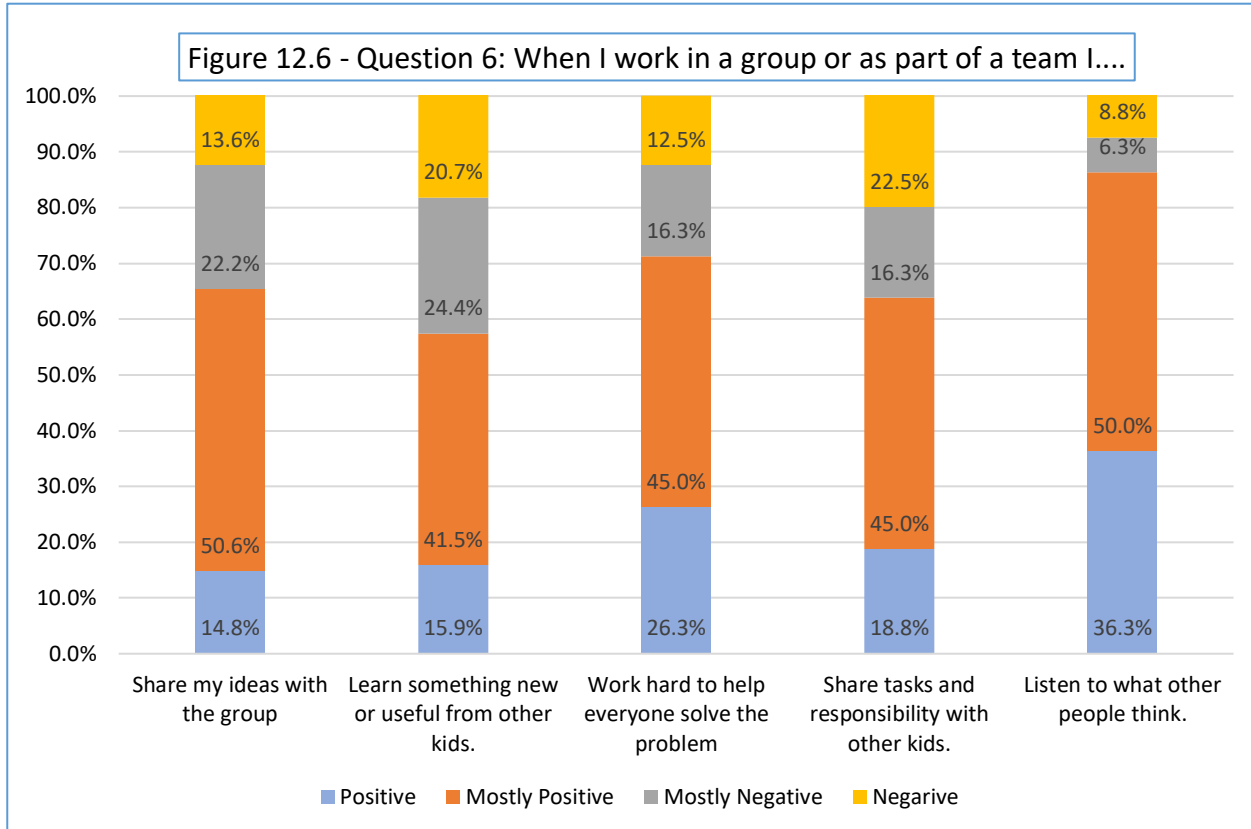


(Source: SAYO Summary Results, Survey Monkey)

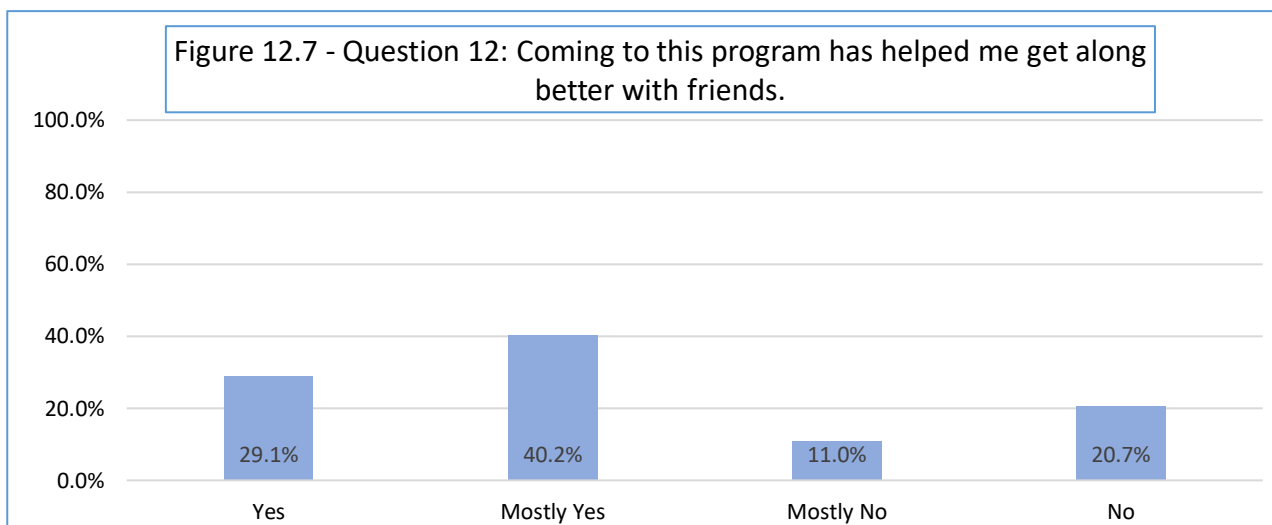


(Source: SAYO Summary Results, Survey Monkey)

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(Source: SAYO Summary Results, Survey Monkey)



(Source: SAYO Summary Results, Survey Monkey)

The results from the Teacher Surveys and SAYO indicate that GAP is providing a program that students enjoy and is successful at helping students develop positive relationships with peers and adults.

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Program Implementation Findings

Is GAP offering high quality programming?

In all sites, the program offered a safe and supportive learning environment. Staff interactions with children were positive and designed to build relationships. Rules and routines were used to save time, make transitions less disruptive, and diffuse potential behavior problems. Staff communicated high expectations for all students.

The results for the Youth Quality Program Assessment will be used to provide training for the GAP staff using the Youth Work Program workbook as part of an agreement with the Alaska After-School Network.

In every subgroup, the average attendance is greater for GAP participants than it is for all students enrolled at the school. This suggests that GAP participation does have a positive effect on student attendance.

81.6% of kindergarten through 12th grade students enrolled in GAP schools attended GAP and 79.8% of those students were regular attendees. Because some sites were delayed in starting due to difficulty finding a site coordinator, and continuing interruptions in programming few programs offered more than 60 days of programming, but all offered at least 30 days.

To protect the confidentiality of student identity, the smaller schools were grouped together in Cohort 2 and the largest school was considered Cohort 1. The data in Table 1.1 show that differences among the students who attend GAP at the largest school and the students who attend GAP at the 4 smaller schools are masked when the data are aggregated as “All GAP Participants”. Cohort 1 has a smaller percentage of poor students, of males and of Alaska Native attending GAP, and a larger percentage of regular participants (30-89 days) than Cohort 2.

Is the referral process being used correctly at all sites and resulting in student progress toward exit criteria?

The referral process was not used in FY23. GAP site coordinators and principals in GAP schools will be submitting referral forms to the PLCs at their sites during the first semester of FY24 based on the students' performance at the end of FY23.

Are focus students attending GAP regularly, participating in the interventions, and being monitored by the referring PLC?

Focus students were identified using mathematical criteria based on FY21 attendance, GPAs, and MAPS percentile ranks. They were participating regularly, improved attendance, had higher GPA's in FY23. This documentation will be stronger when the PLC process is functioning again in FY24.

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Activities provided to students and families

Table XII: Specific Recruitment Strategies

Program Recruitment Strategies	Check all strategies used in program
Spreadsheet of students in the focus population	X
Personalized outreach (letters, calls) to parents/guardians of students in focus population	X
Referral as part of Response to Intervention (RTI) process	X
General teacher referral	X
Outreach materials posted in school and/or websites	X
Outreach materials sent home with students	X
Outreach materials available in multiple languages	
Announcements at community/family events	X
Peer-to-peer recruitment	
Enrollment events	X
Other:	

Table XIII: Program Retention Strategies

Program Retention Strategies	Check all strategies used in program
Student surveys to gather input and feedback for program planning and improvement	X
Parent/guardian surveys to gather input and feedback for program planning and improvement	X
Offer credit-bearing opportunities/credit recovery through program	X
Use spreadsheet or other tool to track participation and identify early signs of attrition	
Personalized outreach to families to determine supports needed for participation	X
Transportation assistance	X
Celebration events	X
Other:	

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Table XIV: Family engagement strategies

Family Engagement Strategies	Check all strategies used in program
Family academic programming (e.g., literacy night)	X
Parents/guardians volunteer in 21 st CCLC programming and events	X
Face-to-face contacts with families	X
Positive phone calls to families about their child	
Positive notes home to families about their child	X
Events to celebrate student achievement	X
Cultural events	X
Workshops to help parents/guardians to support student learning at home	
Newsletters or e-mails with tips for how to support learning at home	
21 st CCLC staff participate in parent/teacher conferences	X
Parent/guardian advisory committee	X
Parent/guardian feedback surveys or focus groups	X
Other: Family Activity Nights	X

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Progress on Alaska Key Quality Indicators

Program Design

The mission statement is in place and goals are in place. Activities are provided to accomplish the mission and goals. The connections between regular classrooms and community culture are in place. The activities provided are experiential and foster constructive staff/student interactions.

Program Management

The staff have attended professional development to provide them with an understanding of the goals and ways to accomplish them. Opportunities for communication among the staff and program participants are being increased.

Staffing and Professional Development

The recruitment and retention of quality staff is a high priority for program administrators. Many opportunities are provided for professional development.

Partnerships and Relationships

The community partners and School District are actively involved as program advocates.

Center Operations

GAP staff are continually looking for ways to improve the quality of the activities provided by GAP. Every effort is made to maintain continuity in hours and days of operation even under difficult circumstances.

Program Self-Assessment

GAP staff at each site will participate in self-assessment by planning with YPQA data and taking training in the Youth Work Method workbooks based on the scores of the YPQA.

Continuous Improvement Goals

Use the SAYO-Y to measure student self-reports of enjoyment and engagement, sense of competence, and effect of attending GAP.

Provide training to assist GAP staff in improving program quality and developing a process for self-assessment.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The variety and quality of the program offerings at all sites was excellent. Students reported that they were satisfied with GAP.

Generally, the quality of GAP in the areas of safe and supportive environment was consistently high across all sites as measured by the YPQA. The quality of GAP in the areas of interaction and engagement will be areas that can be improved as measured by the YPQA. The Youth Program Quality Assessments proved useful in helping GAP staff identify areas that needed improvement.

The results of the measures of improvement of academics all indicate that GAP was successful at this for most students, but very successful for focus students as defined in FY23. The use of games or hands-on activities that integrate academics, especially in math and science, seemed to be the most popular with students.

Students and teachers both indicated on surveys that regularly attending GAP, especially for focus students, produced gains in social skills. One of GAP's strengths is providing opportunities for youth to engage and form relationships with adults and should be expanded especially for the students in the secondary program.

The students in the 3rd-8th grades tend to attend less regularly than younger or older students. Younger students like the art and craft activities. Older students often attended GAP to participate in intermural physical activity, such as basketball. The middle grades want more activities that are appropriate for them and allow them to learn new skills through active participation.

Family Activity Nights were very popular at all the sites. Distributing materials to students and parents to take home for example, pumpkins and carving materials, Lego kits, or board and card games was rated highly. Activities that involved families and students working together, such as cooking or cross-country skiing, was also rated highly.

Recommendations

Continue to use the SAYO to collect student survey data in the fall and spring and extend it to include all grades from 4th-12th grades. Change the performance measure to a student survey for K-3rd grade students.

Continue to use the YPQA to quantify observations and inform professional development activities for offerings with 6th – 12th grades. Use the School Age PQA for program offerings in kindergarten through 5th grades. Work with Alaska After-School Network through the Youth Program Quality Initiative to plan using the YPQA data and provide professional development. Incentivize participation in professional development with pay for extra days.

Provide the Program Coordinator with lists of students at each site, who are identified as Focus Students. Ensure that the PLCs function as expected by having site coordinators, as well as regular classroom teachers, complete referral forms for students in GAP and identify focus students based on the PLC's

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recommendations. Ensure that focus students' progress is monitored and that programming in GAP is tailored to meet the needs of the focus students', including tutoring and academic enrichment.

Continue to use the GPA as a measure of academic progress.

Continue to incorporate winter programming including dog mushing, snowshoeing, roller-skating, hockey, and dog obedience training. Continue to provide opportunities for social interaction with friends. Continue to provide opportunities for students to hangout and just have fun.

Continue to support and encourage involvement of the teen advisory committee as major stakeholders in program decision-making.

Provide agenda items from GAP to each of the School Advisory Committee meetings during the year to monitor progress toward program goals.

Encourage staff to collect student input, using the GAP Student Survey at the end of each 6-week cycle, regarding what sessions the students would like to see continued or incorporated into the program to help them plan the next cycle.

Continue to provide opportunities for older students to form relationships with community members who can serve as potential anchors.

The underlying Logic Model for GAP remained in place. This posits that students who participate in high quality after-school programs will be more likely to have positive outcomes, such as improved academic performance, involvement with pro-social youth groups, engagement in collaborative problem-solving, and improved relationships with peers, family, and community members. Because the administrative staff has changed over the course of the grant, this Logic Model, should be reviewed, revised as needed, and reintroduced to the site coordinators to guide program content development moving forward.

Revisit the objectives for GAP that were developed in May 2023 to insure they are stated in specific, measurable terms that are realistically achievable and related to improved student performance on the chosen measures .

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TABLES

Table I: Comparison of Student Demographics – District Enrollment, Program Schools Enrollment, GAP Enrollees and GAP Regular Attendees

Category	Program Schools ¹	GAP Participants ²	Program Sites ² – GAP Participants						
			060	050	810	010	030	040	070
			Cohort 1 ⁴			Cohort 2 ⁴			
All students	364		195	10	13	12	37	59	38
			218			146			
Participants in GAP	297	297	149	7	13	11	28	56	33
			169			128			
Econ. Disadvantaged	319	261	141			120			
AK Native	237	198	78			120			
Anglo	98	75	74			* less than 10 students in cell			
Other Ethnicity	29	24	17			* less than 10 students in cell			
Females	178	154	89			65			
Males	186	143	80			63			
K-2 nd	89	73	33			40			
3 rd -5 th	77	66	43			23			
6 th -8 th	81	70	37			33			
9 th -12 th	117	88	49			39			
Grades Kdg-5th only									
>0 days		139	83			56			
1 – 14 days		22	11			11			
15 – 29 days		36	14			22			
30 – 59 days		53	32			23			
60 or more days		28	26			* (included with the 30-59 days)			
Grades 6th-12th only									
<0 days		158	86			72			
1 – 14 days		38	12			26			
15 – 29 days		48	18			30			
30 – 59 days		51	35			16			
60 or more days		21	21						

(Source: PowerSchool, GAP Enrollment and Attendance forms)

1. Programs schools are those that offer GAP programming, excluding the AGSD correspondence program.

2. Participants are students who attended >0 days of GAP programming. Regular attendees are students in all grades who attended at least 15 days of GAP programming.

3. Program sites are schools where students attended GAP, regardless of the school in which they were enrolled, including the AGSD correspondence program. The sites were assigned numbers instead of using school names to protect the confidentiality of students in smaller sites.

4. To allow comparison of site data and maintain confidentiality, the Program sites were placed in two groups, Cohort 1 and Cohort 2, based on similarity of demographic characteristics. Students in Program school 050 attended GAP at Program Site 060 and were assigned to Cohort 1 for comparison of programs.

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Table II: Comparison of Number of Students, Average Days Attended School and Average Days Attended GAP by Cohort and Category

Category	All students ¹		GAP Participants			Cohort 1			Cohort 2		
	# of students	Average days in school	# of students	² Average days in school	Average days in GAP	# of students	² Average days in school	Average days in GAP	# of students	Average days in school	Average days in GAP
All students	347	140.3	297	142.2	33.7	169	147.75	41.8	128	135.3	23.0
Cohort 1	203	144.4	169	147.7	41.8						
Cohort 2	144	134.6	128	135.3	23.0						
Females	165	140.0	154	141.5	34.9	89	148.51	43.5	65	135.3	23.2
Males	182	140.6	143	142.9	32.3	80	146.78	39.8	63	138.2	22.8
Econ Disadva	308	139.3	261	140.7	32.4	141	146.05	40.4	120	134.9	22.9
AK Natives	237	136.9	198	138.5	28.4	78	143.08	38.4	120	135.6	21.9
Anglos	87	147.2	75	149.8	43.2	74	150.72	43.5	*		
Other Ethnicity	23	150.0	24	127.8	47.0	17	157.81	49.6	*		
K-2 nd grade	93	135.1	73	134.5	35.4	40	141.58	39.3	33	100.0	30.7
3 rd -5 th grade	70	138.6	66	144.5	39.5	43	150.14	47.7	23	135.1	24.2
6 th -8 th grade	77	138.0	70	142.2	32.8	37	150.87	44.2	33	133.0	20.0
9 th -12 th grade	107	147.7	88	146.7	28.5	49	147.46	43.7	39	129.4	25.6

Source: AGSD PowerSchool and Site Attendance Sheets

* To maintain the confidentiality of students, data was not included for categories of less than 10 students.

¹All students enrolled in schools where GAP was available, except students with missing daily attendance totals.

² All students attending GAP, except from AGSD REACH students, which did not collect daily attendance data.

Table III: Comparison of Percent of GAP Participants who are Regular Attendees by Category

Attendance category	All GAP		Cohort 1		Cohort 2		Grades K-5		Grades 6-12	
All enrolled	297	100%	169	56.9%	128	43.1%	139	46.8%	158	53.2%
<15 days	60	20.2%	23	13.6%	37	28.9%	22	15.8%	38	24.1%
15-29 days	84	28.3%	32	18.9%	52	40.6%	36	25.9%	48	30.4%
30-59 days	104	35.0%	67	39.6%	39	30.5%	53	38.1%	51	32.3%
60+ days	49	16.5%	47	27.8%	*		28	20.1%	21	13.3%

Source: AGSD PowerSchool, GAP Attendance Sheets

*To maintain the confidentiality of students in categories of less than 10, the 60 to 89 days category was added to the 30 to 59 days category for Cohort 2.

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Table V: Observations

	Scale name	010	030	030	040	040	070	070	060	060	060
		Nov.	Nov.	Apr	Oct.	Apr	Oct.	Apr	Oct	Apr	Apr
Safe Environment	Emotional Safety	5	5	5	5	5	5	5	5	5	4
	Healthy Environment	5	5	5	5	5	5	5	5	5	5
	Emergency Preparedness	4	4	4.2	4	4.2	3.5	4.2	4	4.6	4.2
	Accommodating Environment	4.6	4.6	5	4.6	5	5	5	5	5	5
	Nourishment	5	5	5	5	5	5	5	5	5	5
Supportive Environment	Warm Welcome	5	5	5	5	5	5	5	5	5	5
	Session Flow	5	5	5	4.6	5	5	5	4.6	5	5
	Active Engagement	4.5	5	3	4.3	5	5	2.3	4	5	5
	Skill Building	5	4.2	5	5	5	5	4.6	3.4	5	5
	Encouragement	3	5	5	5	5	5	2	3	5	5
	Child-Centered Space	X	3.9	5	X	X	5	X	X	X	5
Interaction	Collaboration/ Managing feelings	2		5	X	X	4	X	2.5	5	X
	Belonging	1	3.5	3	2.5	4	2.5	3.5	2.3	5	3.5
	Leadership	1	1.7	3	3	1	3	1	3.6	5	3
	Adult Interaction	5	4	5	4	5	5	5	5	5	5
Engagement	Planning	4	2.3	1	1	1	2.3	1	1	5	2.3
	Choice	4	4	5	5	4	5	5	5	5	5
	Reflection	1	2.3	2.3	3	3.7	1	2.3	1	3	5
	Responsibility		5	5	5	5	4	3	X	X	5

Source: YPQA Protocols

Table IV: Comparison of Percent of GAP Participants who are Regular Attendees by Site

Site	Number enrolled at site	Number enrolled in GAP	Actual days of GAP	Average days GAP attendance	Attending <15 days	Attending 15-29 days	Attending 30-59 days	Attending 60+ days
060	218*	169*	89	44.1	13.6%	18.9%	39.7%	27.8%
010	12	11	28	16.8	36.4%	63.6%	0	0
030	37	28	48	18.7	39.3%	39.3%	21.4%	0
040	59	56	51	26.5	16.1%	44.6%	39.3%	0
070	38	33	73	21.7	39.4%	27.3%	33.3%	0

Source: AGSD PowerSchool, GAP Attendance Sheets, 21CCLC Data Workbooks

- Includes students enrolled at Site 050 and in REACH Correspondence, who attended GAP at Site 060

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Table VII – Summary of Site Operations and Staff

Site	Grades	# of students enrolled	# of regular attendees	Date GAP started	Typical # hrs. per day	Typical # of days GAP offered per wk	Total days of operation	# of certified staff	# of non-certified staff	Volunteers / Community Partners
060	K-5	83	72	9/13/22	2.5	3	89	11	16	11
	6-12	86	74		2.5	3				
040	K-5	21	15	9/21/22	2.5	3	51	2	3	0
	6-12	35	32		2.5	3				
070	K-5	18	16	9/12/22	2	3	73	1	2	2
	6-12	15	4		2	3				
030	K-5	12	10	9/12/22	2	3	48	5	1	0
	6-12	16	7		2	3				
010	K-5	5	4	9/21/22	2.5	3	28	0	2	0
	6-12	6	3		2.5	3				

Source: 21st CCLC Center Data Workbooks

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Table XI: - Comparison of Teacher Survey Perception of Academic Improvement

School ID	All GAP	Cohort 1	Cohort 2	Focus Student		
Teacher Surveys	154	76	78	70		
<15 DAYS	23	7	16	15		
15-29 days	41	7	34	22		
30 + days	90	62	28	33		
	All	%	15-29 days	%	30+ days	%
Number of surveys	154	100	41	26.6%	90	58.4%
Homework = +	77	50%	19	46.3%	49	54.5%
Homework = 0	68	44.2%	18	43.9%	40	44.4%
Homework = -	9	5.8%	4	9.8%	1	1.1%
Participation = +	90	58.4%	20	48.8%	61	67.8%
Participation = 0	55	35.7%	17	41.5%	28	31.1%
Participation = -	9	5.8%	4	9.8%	1	1.1%
Academics = +	100	64.9%	25	61%	64	71.1%
Academics = 0	47	30.5%	13	31.7%	26	28.9%
Academics = -	7	4.5%	3	7.3%	0	
Behavior = +	87	56.9%	23	56.1%	54	60.7%
Behavior = 0	55	35.9%	13	31.7%	32	36%
Behavior = -	11	7.2%	5	12.2%	3	3.4%
Collaboration = +	93	60.4%	22	53.7%	60	66.7%
Collaboration = 0	59	38.3%	17	41.5%	30	33.3%
Collaboration = -	2	1.3%	2	4.9%	0	
Perseverance = +	90	58.8%	21	51.2%	59	66.3%
Perseverance = 0	55	35.9%	16	39%	29	32.6%
Perseverance = -	8	5.2%	4	9.8%	1	1.1%
Peer relations = +	92	60.1%	20	48.8%	60	67.4%
Peer relations = 0	57	37.3%	18	43.9%	28	31.5%
Peer relations = -	4	2.6%	3	7.3%	1	1.1%

Source: 21stCCLC Teacher Surveys

Teachers did not score all students on all scales. Thus, the behavior scale, for example only had 153 total responses.

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APPENDIX A: Program Logic Model

Updated 10/2023

GAP (Gateway After-school Program) Logic Model

Goal 1: Participation in GAP will increase student achievement and reinforce regular school day academic learning.			
Resources	Activities/Focus Population	Implementation Outputs	Outcomes
<p>Technology for and access to elearning;</p> <p>Staff to assist students and monitor academic progress;</p> <p>Transportation from after-school activities;</p> <p>Weekly PLC meetings for school and after-school program staff to collaborate</p>	<p>All GAP students will have a personalized playlist which includes opportunities to achieve, discover and engage.</p> <p>Focus students are students who are referred attended less than 80% of the time, earned a GPA of less than 2.50 or scored below the 16th Percentile on Math or Language Arts in the previous year.</p>	<p>Copies of student playlists for every site that are updated every 6 weeks</p> <p>A referral form for each focus student who will be recruited for GAP participation including reason for referral.</p> <p>Suggestions for differentiated instruction from PLC on referral form.</p>	<p>Decrease rates of absenteeism for regular attendees as measure by GAP attendance records.</p> <p>Focus student improvement on one identified academic or social skill area on GAP referral form as measured by</p> <p>Improved test scores as measured by the AK PEAKS assessment.</p>
Assumptions			
Regular participation in a quality after-school program contributes to participation in classroom instruction and academic performance.		Regular participation by “focus students” in differentiated interventions delivered during an after-school program contributes to improved engagement in classroom activities.	

Program Implementation (Measures of Effort)				
Implementation output from logic model	Performance indicator	Target	Grant Year	Data Source(s) List all data sources used to examine this indicator
Copies of student playlists for every site that are updated every 6 weeks	65% of GAP sites will offer a new schedule every six weeks that includes opportunities for all students to Achieve, Engage, or Discover as reported by the site playlist.	65%	Annually	Color coded schedules from each GAP site.
A referral form for each focus who will be recruited for GAP participation including reason for referral and suggestions for differentiated instruction from PLC on referral form.	100% of all students referred to PLC will have a referral form that includes 6-week re-evaluations of suggested GAP interventions.	100%	Annually	GAP referral form

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Program Outcomes (Measures of Effect)				
<i>Outcome from logic model</i>	<i>Performance indicator</i>	<i>Target</i>	<i>Grant Year</i>	<i>Data Source(s) List all data sources used to examine this indicator</i>
Decrease rates of absenteeism for regular attendees as measure by GAP attendance records.	80% of focus students will be regular GAP participants as measured by GAP attendance records.	80%	Annually	GAP attendance records; PowerSchool attendance
Focus student improvement on one identified academic or social skill area on GAP referral form.	85% of focus students who are regular participants in GAP will improve their performance on the “reason for referral” indicated on their referral form.	85%	Annually	Annual teacher spring survey Referral Form
Improved test scores as measured by the AK PEAKS assessment.	5% of regular GAP participants in the 4th-9th grades will improve from below the 16 th %ile to above the 16 th %ile on state assessments from previous year.	5%	Annually	Annual spring MAPS Assessments
Goal 2: Participation in GAP activities will help build relationships, support resiliency and expand real-life experiences.				
Resources	Activities & Focus Population	Implementation Outputs	Outcomes	
Kaleidoscope lessons; Curriculum materials Materials for specific learning experience-art supplies, physical activity equipment, musical instruments, STEM; Staff for each project or activity offered; Transportation to after-school activities	Engage students in a variety of enrichment and academic activities Engage students in organized physical learning experience daily Engage students in activities that support their interests and talents	Participant engagement in a variety of enrichment and academic activities as measured by GAP attendance and site playlists. Participant engagement with caring, supportive caring adults in experiences that support the development of prosocial bonding as measured by responses on the Student Support Card	Students self-report the benefits of participating in GAP activities by two pages for the GAP scrapbook. 4th-12th grade students report positive outcomes on the SAYO-S subtests measuring relationships, personal strengths, and real-life skills.	

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Assumptions

Regular participation in quality after-school program contributes to the development of relationships, personal strengths, talents and personal interests.

Regular participation by ‘focus students’; in differentiated interventions delivered during an after-school program contributes to better behavior and social interactions.

Program Implementation (Measures of Effort)

<i>Implementation output from logic model</i>	<i>Performance indicator</i>	<i>Target</i>	<i>Grant Year</i>	<i>Data Source(s)</i> <i>List all data sources used to examine this indicator</i>
Participant engagement in a variety of enrichment and academic activities as measured by GAP attendance and site playlists.	80% of regular GAP participants in 4th-12th grades will report an increase in the number of positive responses to the engagement and enjoyment subscale of the SAYO-Y.	80%	Annually	Individual Playlist SAYO-S-Survey of Achievement and Youth Outcomes - Youth Version
Participant engagement with caring, supportive caring adults in experiences that support the development of prosocial bonding as measured by responses on the Student Support Card	60% of regular GAP attendees will report an increase in the number of positive relationships as measured by the SAYO-Y	60%	Annually	Individual Playlist SAYO-S-Survey of Achievement and Youth Outcomes-Youth Version

Program Outcomes (Measures of Effect)

<i>Outcome from logic model</i>	<i>Performance indicator</i>	<i>Target</i>	<i>Grant Year</i>	<i>Data Source(s)</i> <i>List all data sources used to examine this indicator</i>
Students self-report the benefits of participating in GAP activities on the end of year Student Survey	85% of regular participants in kindergarten through 3rd grade will complete a student survey at their site.	85%	Annually	Student Survey
4th-12th grade students report positive outcomes on the SAYO-Y subtests measuring relationships,	85% of regular attendees in 4th -12th grade will report an increase in positive statements on the SAYO-Y subtests of: communication skills, relationships and collaboration, critical	85%	Annually	Survey of Achievement and Youth Outcomes - Youth Version

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personal strengths, and real-life skills.	thinking and decision making, and initiative and self-direction.			
Goal 3: Participation in GAP family activities will support student learning and strengthen relationships among family members				
Resources	Activities & Focus Population	Implementation Outputs	Outcomes	
Materials for specific family activities-literacy, math, art supplies; Staff for each activity night offered; Family activity nights connected to student learning; Robust communication system;	Quarterly family activity nights. Collaboration with school staff to host family activities. GAP staff will be available at parent/teacher conferences. Schedules and playlists are shared with parents.	Parent/Guardian attendance at family activity nights.	Parent/Guardian satisfaction of GAP program.	
Assumptions				
Regular participation in quality family engagement activities contributes to parents' knowledge resulting in good parenting practices	Parent's knowledge about good parenting and teaching practices contributes to students' improved behavior and classroom participation.	Regular participation in quality family activities contributes to the development of positive relationships.	Regular participation in quality activities with potential anchors will contribute to students' report of more positive relationships with adults.	

Program Outcomes (Measures of Effect)				
<i>Outcome from logic model</i>	<i>Performance indicator</i>	<i>Target</i>	<i>Grant Year</i>	<i>Data Source(s) List all data sources used to examine this indicator</i>
Parent/Guardian satisfaction of GAP proram	85% of parents/guardians who have enrolled students will report that they are satisfied or very satisfied in each focus area on the annual family survey.	85%	Annually	Annual Parent/Guardian surveys

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Program Implementation (Measures of Effort)				
<i>Implementation output from logic model</i>	<i>Performance indicator</i>	<i>Target</i>	<i>Grant Year</i>	<i>Data Source(s) List all data sources used to examine this indicator</i>
Parent/Guardian attendance at family activity nights as measured by sign-in sheets.	Parents of 30% of enrolled students will attend at least one of four scheduled GAP family activities with their students annually.	30%	Annually	Family activity attendance sheets

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APPENDIX B: GAP Enrollment Form

G. A. P.
(Gateway After School Program)
2020 Enrollment

MEMBER (Students information)

School: _____

Last Name _____ First Name _____ Grade: _____

Parent / Guardian _____ Phone _____

Email _____

Physical home address _____

REACH Students: Before my child can attend the GAP program a current updated immunization certificate must be on file.

DEPARTURE PROCEDURES FOR GATEWAY AFTERSCHOOL PROGRAMS

I am able to provide transportation for my child and/or my child has their own mode of transportation.....	Yes	No
My child needs transportation home that GAP is providing.....	Yes	No
My child has permission to walk home after GAP.....	Yes	No

Address / house description / location if transportation is needed: _____

Persons authorized to pick up child(ren):

Name _____	Phone _____
Name _____	Phone _____

Custody Restraints/Person who may NOT pick up child(ren):

Name _____	Name _____
------------	------------

PARENTAL CONSENT FOR GATEWAY AFTER-SCHOOL PROGRAMS

The Alaska Gateway School District and GAP (Gateway After-school Programs) and its employees will exercise reasonable judgment and care in the planning and operation of trips and/or programs at the GAP centers. I voluntarily and knowingly assume all permission and thereby will not hold the Alaska Gateway School District nor it's employees liable for any injuries incurred during these events. In case of illness or accident, I request that the program contact me. If I cannot be reached or the emergency contact identified cannot be reached, I authorize program personnel to seek emergency medical treatment. I understand and accept that volunteers, including other parent, college students, high school student and members of the community will assist in the operation of the GAP program. I have read the above information and my signature demonstrates that I have provided my consent for my child to participate in the GAP program under the terms described above.

Parent/Guardian Signature _____ Date _____

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APPENDIX C: GAP REFERRAL FORM

Referral for GAP Intervention		
Student ID or Name		
School:	Grade:	
Referred by:		
Date of referral		
Date of PLC meeting		
Reason for referral:(check all that apply)	Significant problem	Minor problem
Assignment completion		
Participation in class		
Behavior in class		
Poor attendance		
Working collaboratively with peers		
Academic Performance		
Needs credit recovery		
Failing classes		
Needs enrichment		
Seeking assistance when appropriate		
Persevering through challenges		
Expressing needs and feelings appropriately		
Getting along well with other students		
Forming positive relationships with adults		
Supportive home environment		
Parents engaged in student's education		
What intervention is recommended?		
What performance will exit student from intervention?		

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APPENDIX D – YOUTH PROGRAM QUALITY ASSESSMENT PROTOCOLS

	Scale name	Item descriptors	Notes / anecdotes	Score
Safe Environment	Emotional Safety	Positive emotional climate		
		Lack of bias		
	Healthy Environment	Free of health and safety hazards		
		Clean and Sanitary		
		Adequate ventilation and lighting		
		Comfortable temperature		
	Emergency Preparedness	Posted emergency procedures		
		Accessible Fire extinguisher		
		Visible first aid kit		
		Appropriate safety equipment		
		Supervised indoor entrances		
		Supervised access to outdoors		
	Accommodating Environment	Sufficient space		
		Suitable space		
		Enough comfortable furniture		
		Flexible physical environment		
	Nourishment	Available drinking water		
		Plentiful food and drink		
		Nutritious food and drink		

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	Scale name	Item descriptors	Notes / anecdotes	Score
Supportive Environment	Warm Welcome	Youth greeted		
		Staff warm and respectful		
		Positive staff body language		
	Session Flow	Start and end on time		
		Materials ready		
		Sufficient materials		
		Explains activities clearly		
		Appropriate time for activities		
	Active Engagement	Youth engage with materials or ideas		
		Youth talk about activities		
		Balance concrete and abstract		
		Tangible products or performance		
	Skill Building	Learning focus linked to activity		
		Staff encourages youth to try skills		
		Staff models skills		
		Staff breaks down tasks		
		Support for struggling youth		
	Encouragement	Staff used non-evaluative language		
		Staff asks open-ended questions		
		Staff actively involved		
	Reframing Conflict	Staff approaches calmly		
		Staff seeks youth input		
		Youth examine actions and consequences		
		Staff acknowledges and follows up		

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	Scale name	Item descriptors	Notes / anecdotes	Score
Interaction	Belonging	Opportunities for youth to get to know each other		
		Inclusive relationships		
		Youth identify with program		
		Public acknowledgement of achievements		
	Collaboration	Opportunities to work cooperatively		
		Interdependent roles		
		Shared goals		
	Leadership	Practice group process skills		
		Mentoring opportunities		
		All youth lead group		
	Adult partners	Staff shares control with youth		
		Expectations explained		

	Scale name	Item descriptors	Notes / anecdotes	Score
Engagement	Planning	Opportunities to make plans		
		Multiple planning strategies used		
	Choice	Content choices		
		Process alternatives		
	Reflection	Intentional reflection		
		Multiple reflection strategies		
		Structured opportunities to provide feedback		
		Structured opportunities to present to group		

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Follow- Up Questions:

Where are the emergency procedures posted?

Is there an accessible fire extinguisher?

Is there an accessible first-aid kit?

Does the site have any special safety or emergency equipment?

Are entrances to the indoor program space supervised?

Is access to the outdoor program space supervised?

Can the furniture be moved around?

In the course of the program offering, do youth make presentations or display products?

Scheduled starting time: _____ Actual starting time: _____

Scheduled end time: _____ Actual end time: _____

Brief description of the session(s) observed:

Staff responses to the observations:

Recommendations or suggestions for improvement

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APPENDIX E: Teacher Survey for Alaska 21st Century Community Learning Centers (21st CCLCs)

This survey is designed to collect information about changes in a particular student's behavior during the school year. Please select only one response for each of the questions asked in the table below to indicate the extent to which the student did or did not improve on that behavior during the course of the school year.

Name of Student: _____

Please answer the questions below to indicate changes in the student's habits from early in the school year to the spring.					
To what extent has your student changed in terms of:	Significant Improvement	Slight Improvement	No Change	Slight Decline	Significant Decline
Completing homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in class (e.g., engaged and attentive)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaving well in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working collaboratively with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeking assistance when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persevering through challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing needs and feelings appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting along well with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forming positive relationships with adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please answer the question below to indicate changes in the student's family's habits from early in the school year to the spring.					
To what extent has your student's family changed in terms of:	Significant Improvement	Slight Improvement	No Change	Slight Decline	Significant Decline
Engaging in their child's education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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APPENDIX F – STUDENT ACHIEVEMENT AND YOUTH OUTCOMES – YOUTH VERSION

GAP Youth Survey

What I think about our program...

This is NOT a TEST!

This survey is private.

Please say what you *really* think!

1. What is your ID number?

GAP Youth Survey

2. At this program, how do kids get along?

	No	Mostly No	Mostly Yes	Yes
1. Kids here are friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Kids here tease each other or are unkind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Kids here treat each other with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What is it like for you at this program?

	No	Mostly No	Mostly Yes	Yes
1. I have good friends here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Other kids help me if I am upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Other kids listen to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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4. At this program how do you feel?

	No	Mostly No	Mostly Yes	Yes
1. I like coming here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have fun when I'm here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I feel bored here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I always find something I like to do here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What are the teachers and staff members like at this program?

	No	Mostly No	Mostly Yes	Yes
1. Adults here care about what I think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can talk to an adult here when I am upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If I have a problem, an adult here can help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. There is an adult here who I trust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. There is an adult here who relate to my family / community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. When I work in a group, or as part of a team I ...

	No	Mostly No	Mostly Yes	Yes
1. Share my ideas with the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Learn something new or useful from other kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Work hard to help everyone solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Share tasks and responsibility with other kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Listen to what other people think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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7. Please answer the questions. Don't worry about spelling.

What is your favorite thing
to do here?

What other activities do
you wish were offered
here?

8. Please answer the questions. Don't worry about spelling.

Do you have a special
talent or something you
are really good at? If so,
tell us what it is.

What is something new
you'd like to learn or get
better at?

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Additional Questions – EOY GAP Survey

7. How has this program helped you?

	Don't agree	Agree a little	Mostly agree	Agree a lot
1. Coming here has helped me to get my homework done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Coming here has helped me to try harder in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Coming here has helped me to do better in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Coming to this program has helped me read more often.

- ☐ Yes
- ☐ Mostly Yes
- ☐ Mostly No
- ☐ No

9. Coming to this program has helped me to write better

- ☐ Yes
- ☐ Mostly yes
- ☐ Mostly no
- ☐ No

10. Coming to this program has helped me do better in math.

- ☐ Yes
- ☐ Mostly yes
- ☐ Mostly no
- ☐ No

11. Coming to this program has helped me do better in science

- ☐ Yes
- ☐ Mostly yes
- ☐ Mostly no
- ☐ No

12. Coming to this program has helped me get along better with friends

- ☐ Yes
- ☐ Mostly yes
- ☐ Mostly no
- ☐ No

APPENDIX G – GAP Student Survey 2022-2023

GAP Student Survey 2022 – 2023

Please fill in the form for your afterschool program. It is okay for adults to help you with writing and spelling.

ID # _____

1. Where did you attend GAP this year?

☐ Dot Lake

☐ Mentasta

☐ Tok

☐ Tetlin

☐ Northway

2. Did you enjoy coming to GAP this year?

☐ Yes

☐ No

3. Are kids here nice to one another?

☐ Yes

☐ No

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4. Are teachers nice at GAP?

☐ Yes

☐ No

5. Did you have fun here?

☐ Yes

☐ No

6. What things would you like to try at GAP?

7. Is there anything else you want to add about GAP?