

Grand Coulee Dam 21st Century After School Program 2007-2008

The 2007-08 Program: The 2007-08 Grand Coulee Dam SHARP Kids After School Program began in Fall 2007, and continued full time during the school year. This report describes the people who attended the program, the types of activities they experienced, and how the program has impacted various participants. The report also describes the progress made on the program goals. The report concludes by summarizing some of the accomplishments of the project over the past year.

Community Description

The Grand Coulee Dam School District has a rapidly declining student population, projected at 654 students for the 2007/2008 school year. Half of the student population is of American Indian descent. The District is made up of three schools: Lake Roosevelt High School (44% Free and Reduced Lunch Program), Grand Coulee Dam Middle School (53% Free and Reduced Lunch Program), and Center Elementary School (58% Free and Reduced Lunch Program). In addition, the GCDSD has a limited property tax base due to the large amount of non-taxable, federal land in the District and surrounding areas. Because of the unusual amount of non-taxable land that exists in the area, the GCDSD receives almost no funding from local taxes for school projects.

The GCD 21st CLC program partners with the Nespelem School District to provide services in that neighboring community. The Nespelem School District (grades K-8) serves approximately 175 students. Fifty-four percent of these students are enrolled in the Free and Reduced Lunch Program and ninety-eight percent are American Indian. Many of the GCDSD students live in the Nespelem community and Lake Roosevelt High School is the receiving high school for the Nespelem School District. (WA State OSPI enrollment counts, 2007)

Program Goals: The following program goals have directed the activities implemented by this program:

Goal 1: Provide social supports that our target students need to come to school ready to learn.

- Participants increase pro-social behaviors and activities.
- Participants exhibit greater confidence in handling challenging situation in a productive manner.
- School attendance will improve.

Goal 2: Facilitate communications among home, school, and student to support learning.

- Increase in communications between school and family.
- Teachers maximize the opportunities available in the after-school program.

Goal 3: Improve math skills.

- Participants will show improved academic performance in subjects that require math skills and thinking.
- Participants will increase knowledge of the role of mathematics and technology in their future.

Goal 4: Increased classroom performance.

- Participants will show improvement in district and state achievement measures.

- Participants will create a post-high school plan.

Community Partners

Many community partners were involved in the implementation of the program including local businesses, educational institutions, and government agencies. Table 1 shows the partners of this program, the majority of which have remained supportive over multiple years.

Table 1. Community Partners

Partner	Contribution
Intermountain AmeriCorps	Programming/Activity-Related Services Paid Staffing
Colville Confederated Tribes	Programming/Activity-Related Services Board Member
Coulee Dam Federal Credit Union	Programming/Activity-Related Services
Okanogan County Sherriff	Programming/Activity-Related Services Board Member
Faith Community Church	Programming/Activity-Related Services Volunteer Staffing
Nazarene Church	Programming/Activity-Related Services Volunteer Staffing
Big Bend Community College	Programming/Activity-Related Services Volunteer Staffing Board Member
Coulee Community Hospital	Programming/Activity-Related Services Goods/Materials Volunteer/Paid Staffing Board Member
Grand Coulee Public Library	Programming/Activity-Related Services Goods/Materials Paid Staffing
The Star Newspaper	Programming/Activity-Related Services Goods/Materials Volunteer/Paid Staffing
Sunflower Graphics	Goods/Materials Volunteer Staffing
Grand coulee dam Middle School	Programming/Activity-Related Services Goods/Materials Volunteer/Paid Staffing
Center Elementary School	Programming/Activity-Related Services Goods/Materials Volunteer/Paid Staffing
Lake Roosevelt High School	Programming/Activity-Related Services Goods/Materials Volunteer/Paid Staffing
Community Volunteers	Programming/Activity-Related Services Goods, Materials Volunteer Staffing
RD Phillips Evaluation Services	Evaluation Services
Steamboat Rock State Park	Programming/Activity-Related Services Goods/Materials Paid Staffing Board Member

Lake Roosevelt National Park	Programming/Activity-Related Services Paid Staffing
Unites States Bureau of Reclamation	Programming/Activity-Related Services Goods/Materials Paid Staffing
Federation of Fly Fishers	Programming/Activity-Related Services Goods/Materials
Grant County Sherriff	Programming/Activity-Related Services Paid Staffing
WSU Cooperative extension	Programming/Activity-Related Services Goods/Material Volunteer/Paid Staffing Board Member
Charlotte Martin Foundation	Programming/Activity-Related Services Goods/Materials
Washington State Department of Ecology	Programming/Activity-Related Services Goods/Material Paid Staffing
Paul Lauzier foundation	Programming/Activity-Related Services Goods/Materials Transportation
School's Out Washington	Goods/Materials Paid staffing

Operations/Annual Schedule

The program schedules at the various sites remained flexible but stable throughout the school year. The grant began in Fall 2008, so there was no summer program. The tables below show the school year schedule.

Table 3. School Year Schedule

Program	Weeks Open	Days per Week	Hrs/Week before School	Hrs/Week after School	Weekend	Total Hours per Week
Center	32	4	0	8.5	0	8.5
GCD Middle School	32	4	.25	8.5	0	8.75
Lake Roosevelt High School	33	4	2	11.5	0	13.5

Staffing

The table below summarizes the staffing pattern during the first year of this grant.

Type of Staff Member	Center Elementary		Grand Coulee Dam Middle School		Lake Roosevelt High School	
	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer
School-day teachers (including former and substitute teachers)	1		2			

Center administrators and coordinators	1		2			
Youth development workers or other nonschool-day staff with a college degree or higher			1		1	
Other nonschool-day staff with some or no college	1					
Other nonteaching school staff (e.g., librarians, guidance counselors, aides)					1	
Parents		1				
High school students		4				
Other community members (e.g., business mentors, senior citizens, clergy)				1		
Totals	3	5	5	1	2	0

Activities

The table below shows the number of hours per week of the various categories of activities offered at the centers during the school year. All activities were provided throughout the school year.

School	Academic enrichment	Tutoring/ Homework Help	Mentoring	Recreational Activities	Prevention/C ounseling/ character Ed	Career/Job Training	Expanded Library Hours	Community Service	Youth Leadership	Robotics	Nutrition/ Cooking
School Year											
LR High School	0	16	4	0	0	0	13.5	4	0	0	0
GCD Middle School	4	6	4	2	.5	1	0	0	.5	2	0
Center Elementary	4	6	4	1.5	.5	1	0	1	.5	0	2

Activities by Subject Area

The chart below shows the activities at the centers by subject area. All activities were provided throughout the school year.

School	Reading/Literacy	Math	Science	Arts/Music	Entrepreneurial Ed	Technology	Cultural/ Social Studies	Health/ Nutrition	Robotics	Environmental Ed
LR High School	5	5	.5	0	0	0	0	0	0	0
GCD Middle School	.5	1.5	.5	.5	1	1	2	1	2.5	0
Center Elementary	1	1	.5	.5	.5	1	.5	2	0	0

Activities by Student Population Targeted

The table below shows the number of hours per week activities were provided for specific student populations. All activities were provided throughout the school year.

School	Students below grade level, failing, or below average	LEP Students	Students who have been truant, suspended or expelled	Students with special needs or disabilities
LR High School	13.5	0	2	0
GCD Middle School	8.5	0	1	0
Center Elementary	8.5	0	1	0

Feeder Schools

All sites acted as their own feeder schools during the 07-08 program year.

Data collection

Data collection played an important role in this project. Data was used by the evaluator and program personnel to track progress on goals and to provide feedback on program activities. In addition, the program evaluator provided quarterly training to the project staff and sat on the project advisory board. The following data were collected.

- Program attendance records
- Demographic data were collected at all sites.
- Grades were collected for those students with 30 or more program attendance days
- Teacher surveys were collected for those students with 30 or more days of attendance
- Teacher assessment of Student Progress
- Student surveys were collected to determine student satisfaction and change in attitude/learning and program perception.

- School staff surveys were collected to determine the impact of the program on the schools.
- Parent surveys were collected to determine the impact of the program on families.
- Student focus group data were collected at the Middle School and High School programs.
- Adult focus group data were collected from the Advisory Committee members, including parents.
- Program self assessment/planning data were collected during fall and again in spring as part of a program improvement cycle.

Findings

Attendance Data

Table 4 below shows the number of students who attended the different programs during the school year. As can be seen, the Lake Roosevelt High School served a large number of students, 71% of the student population, while the middle school served 38%. The majority of students attended for fewer than 30 days, which is the benchmark for tracking the impact of the program on students over the course of the year.

Table 4. Attendance Data by Site

Program	School Year	30 or more days	Less than 30 days
Center Elementary	39	22	17
GCD Middle School	84	20	64
Lake Roosevelt High School	188	14	174
Total	311	58	276

Table 5 below shows the demographic distributions of participating students.

Table 5. Demographic/Special Services Data

	Center	GCD MS	LR HS	Totals
Gender				
Female	23	43	102	168
Male	16	41	86	143
Ethnicity	Center	GCD MS	LR HS	Totals
American Indian/Alaska Native	22	50	101	173
Asian/Pacific Islander	0	0	5	5
Black/African American	0	2	0	2
Hispanic/Latino	4	5	9	18
White	13	27	73	113
Special Services/Programs				
Limited English Proficiency	0	0	1	1
Eligible for Free/Reduced Lunch	22	55	90	167

Special Needs/Disabilities	2	12	13	27
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Grades

Grades were collected for those students who attended the after school program for 30 or more days. Table 7 below shows that more than 65% of the students improved in all areas.

Table 7. Percent of 30+ Day Students who Improved or Maintained Grades

School	Math	English/Reading	Science
Center Elementary (n= 19)	65%	77%	100%
Grand Coulee Dam Middle School (n=20)	70%	75%	80%
Lake Roosevelt High School (n=10)	82%	92%	NA

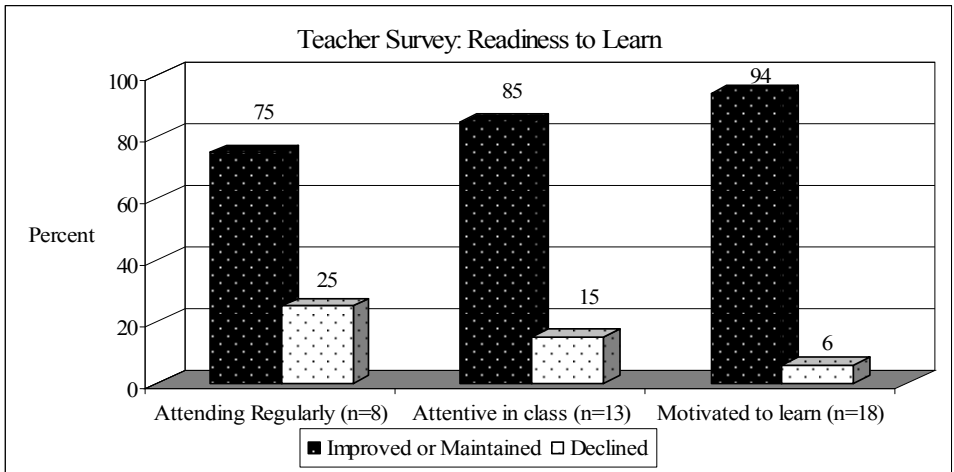
Teacher Survey Data

Teachers in Center Elementary, Grand Coulee Dam Middle School and Lake Roosevelt High School were asked to complete a survey about classroom behaviors and academic performance of students who attended the programs 30 days or more. The surveys asked teachers to reflect on selected classroom performance items and to rate the change in student behavior shown by individuals over the school year. The charts below show how teachers rated the students who needed improvement in each area, with the n representing the number of students out of the total who the teacher felt needed to improve. Of particular importance in these data is the high percentage of Free and Reduced lunch students served by this program. This funding targets students at risk of school failure, especially those who live in poverty, as represented by Free and Reduced Lunch rates. For the program as a whole, 64% of regular attendees were eligible for Free and Reduced lunch, this included 50% at Center Elementary, 80% at the Middle School, and 64% at the High School.

Center Elementary

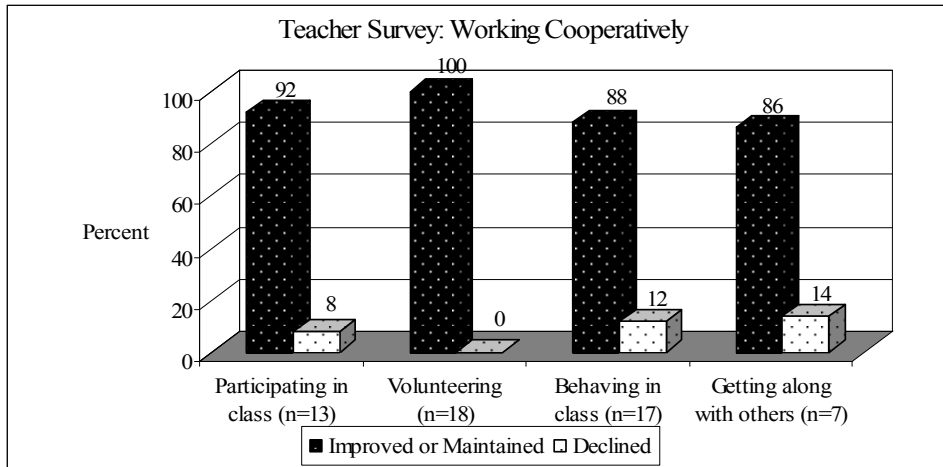
In the areas of readiness to learn, teachers reported that 75% of the regular attendees needing improvement improved or maintained in regular attendance, 85% in paying attention in class and 94% in being motivated to learn.

Chart 1. Center Elementary Readiness to Learn



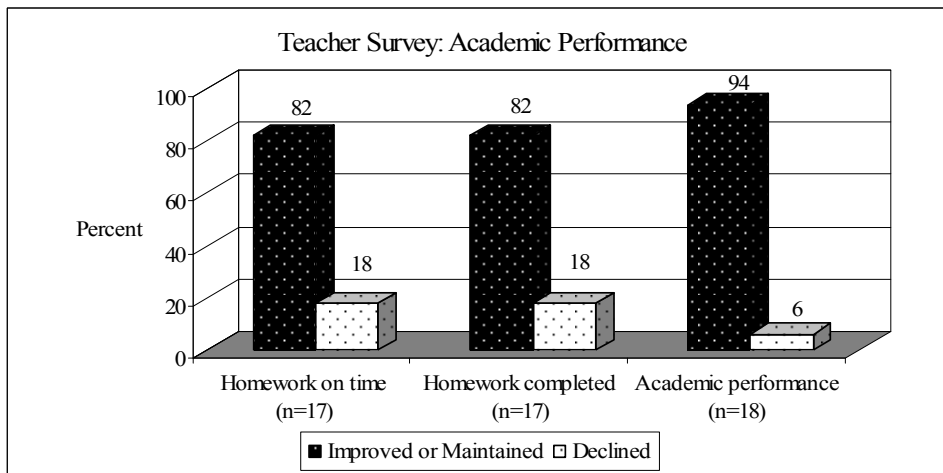
Center Elementary teachers found regular program attendees making huge gains in the area of working cooperatively, with 100% of those needing improvement improving or maintaining in classroom volunteering. Ninety-two percent improved or maintained in classroom participation, 88% in classroom behavior, and 86% in getting along with others.

Chart 2. Center Elementary Working Cooperatively



In the area of academic performance, 82% of the program students improved or stayed the same at handing in homework on time and completing their homework, and 94% at overall academic performance.

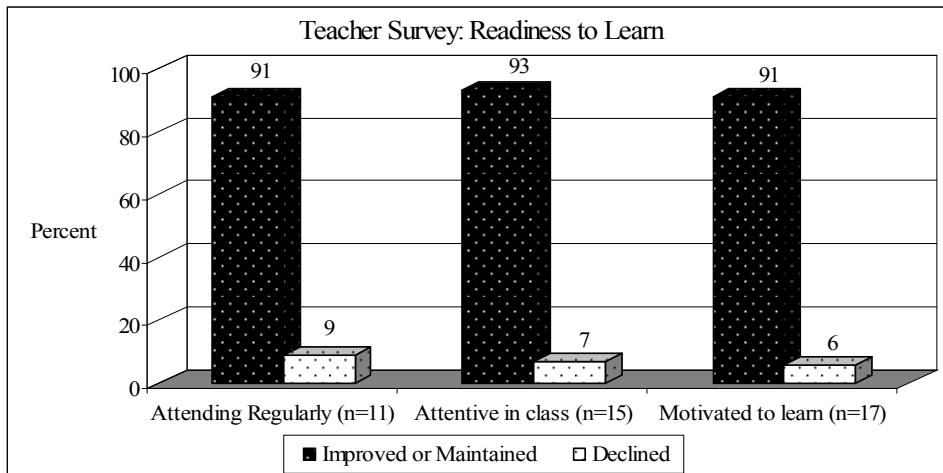
Chart 3. Center Elementary Academic Performance



Grand Coulee Dam Middle School

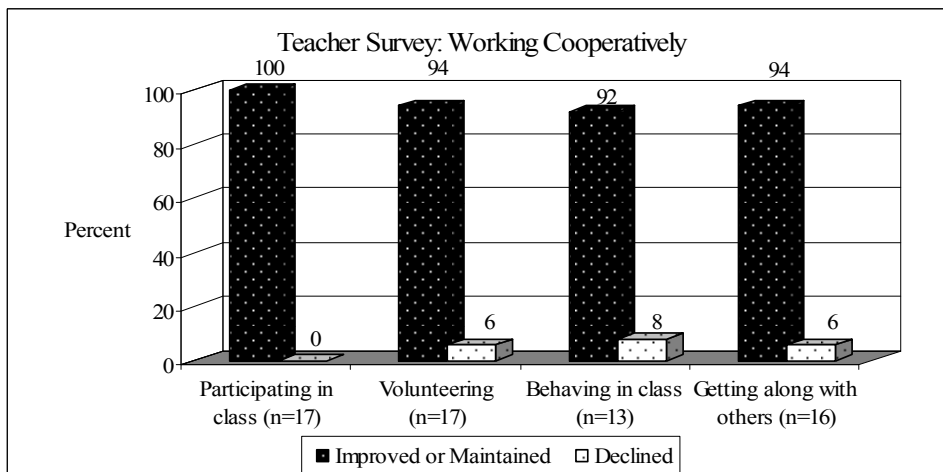
Middle school regular attendees who needed improvement made gains in all the readiness to learn areas, with 93% improving or maintaining in paying attention in class and 91% in regular attendance and motivation to learn.

Chart 4. Middle School Readiness to Learn



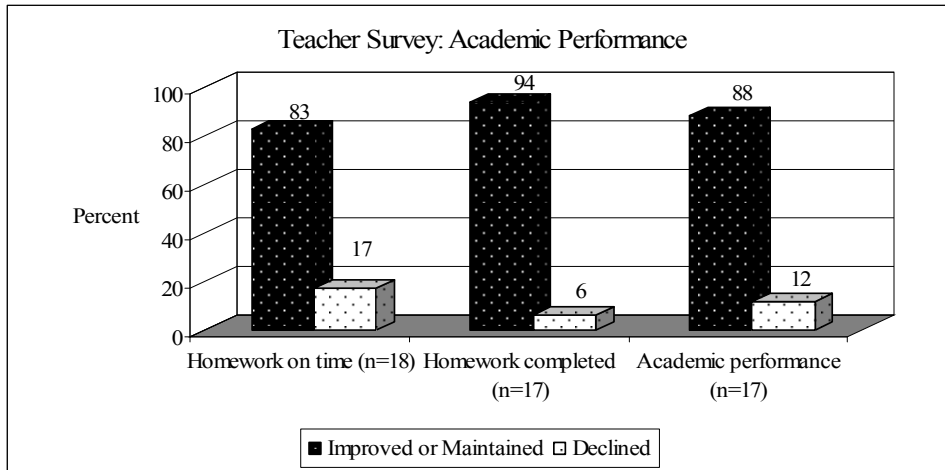
Middle school teachers also saw great gains in areas related to working cooperatively. One hundred percent of those students needing to improve did so in classroom participation and 94% improved or maintained in classroom volunteering and in getting along with others. Ninety-two percent improved or maintained classroom behavior.

Chart 5. Middle School Working Cooperatively



Middle school students needing improvement in academic performance areas made progress, with 94% improving or maintaining at completing homework correctly and 88% in overall academic performance. Eighty-three percent of the seventeen regular attendees who needed improvement in getting homework handed in on time maintained or improved.

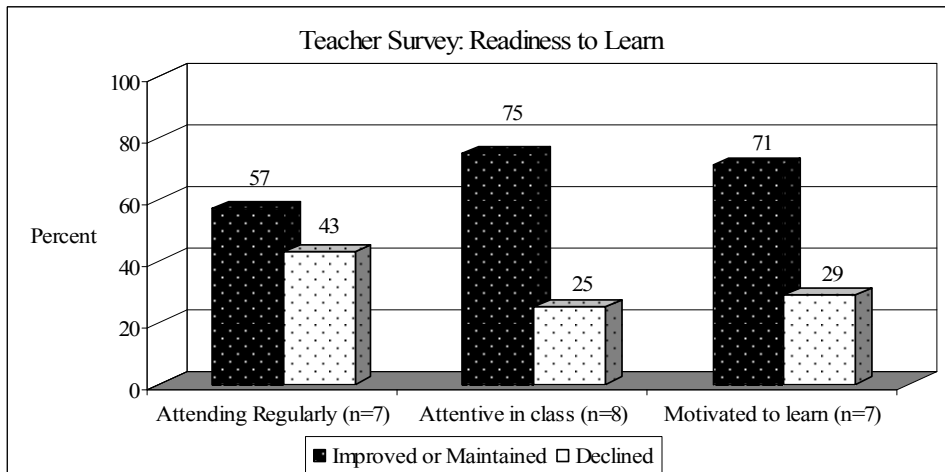
Chart 6. Middle School Academic Performance



Lake Roosevelt High School

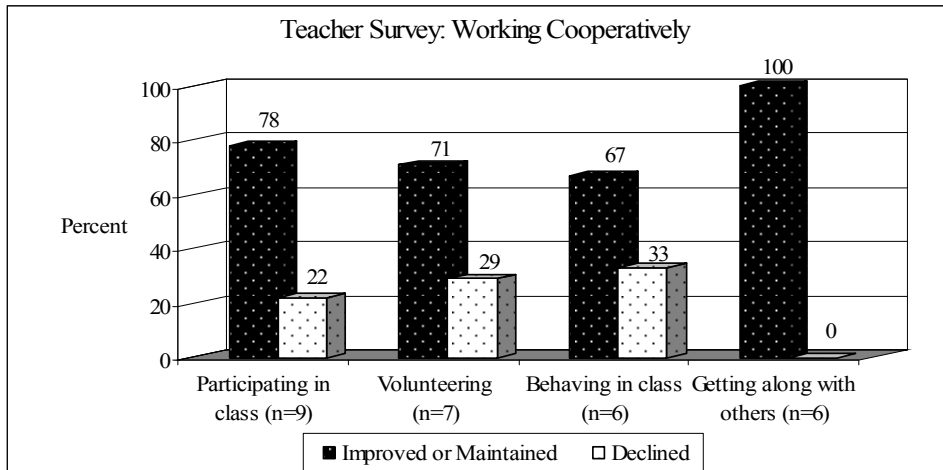
Teachers at Lake Roosevelt High School found that a majority of the regular attendees who needed improvement in readiness to learn areas either maintained or made improvement. Seventy-five percent of the students improved or maintained in classroom attentiveness, 71% in being motivated to learn, and 57% in regular attendance.

Chart 7. High School Readiness to Learn



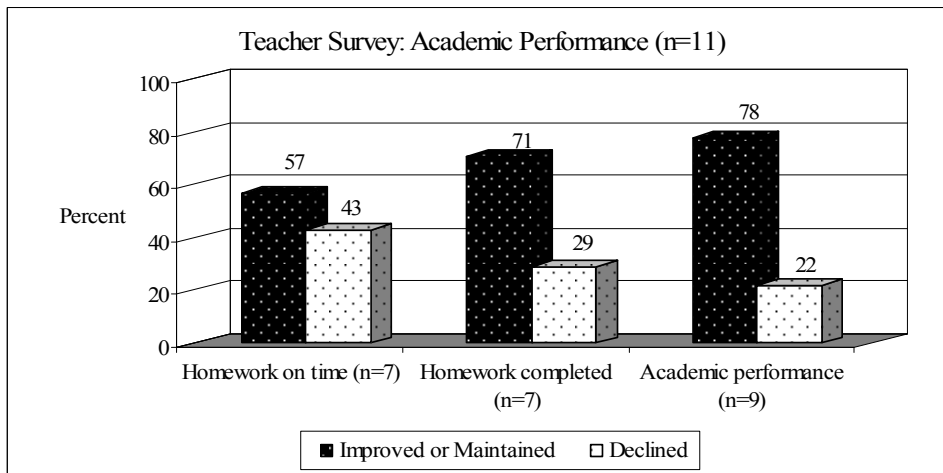
In the area of classroom cooperation, 100% of the students who needed improvement in getting along with others maintained or improved in that area. Seventy-eight percent improved or maintained in classroom participation, 71% in volunteering, and 67% in classroom behavior.

Chart 8. High School Working Cooperatively



Teachers at the high school found that 78% of regular program attendees improved or maintained in overall academic performance, and 71% improved or maintained at completing homework. Fifty-seven percent did better at getting their homework in on time.

Chart 9. High School Academic Performance



Survey Data

Student Survey Data

Students at each school were asked to complete a survey at the end of the year. Questions related to program quality as perceived by attendees, as well as questions related to program goals. Table 8 below shows the percentage of students at each school who responded “Yes” to questions pertaining to program quality.

Table 8. Percent of “Yes” Student Responses

	Center Elementary	GCD Middle School	LR High School
I get to be part of deciding what we do in our after school activities.	63%	42%	60%
The after school program has helped us set up special interest clubs or activities for those who wanted them.	75%	28%	81%
Adults in the after school program have helped me work on things that are important to me personally.	50%	74%	91%
Do you enjoy coming to the after school program?	75%	63%	72%
Are the people here easy to talk to and helpful?	50%	67%	88%
Are the people here available when you need them?	63%	42%	84%
Does coming to this program make school more fun?	63%	42%	53%
Does coming here make you feel safe after school?	88%	39%	86%
Does coming to this program help you do better in school?	63%	44%	88%

Staff Surveys

School staff at each of the Grand Coulee schools were asked to complete surveys about the after school program. Those completing the survey were aware of the program and 87% had discussed a student with a coordinator and 60% had visited the program. When asked “if the after school coordinator worked closely with a student of yours, has that student improved academically over the past several months?” 73% responded yes, and 56% believed that the after school program played an important role in that improvement. Finally, when asked if the after school program was making a difference in the school with students who attend the program regularly, 77% responded true or very true.

Parent/Guardian Feedback

Parents and Guardians of regular program attendees were also asked to complete a survey. As indicated by the surveys, parents were very positive about the program and its effect on their

children. Ninety percent felt that their child enjoyed school more because of the program and had a better attitude toward school; 78% believed that the program had helped their student get better grades; and 100% hoped their child would attend the program next year.

Focus Group Data

The local evaluator held focus group discussions with students from the Middle School and High School programs in Spring 2008. The information gathered was used to plan for program improvement for the 2008-09 programs. The results included the following findings:

High School Student Feedback

First: Does the after school program help you improve your grades?

Response summary: The program provides access to the school computer data base, which allows them to complete assignments and save on the school computer hard drive, something they can't do at home because of no computer or no internet access. In addition, when students get home, they have home duties to perform, which distract them from focusing on their homework. Also, while in the after school program, students have access to their lockers for various materials or books, which they don't have from home. Finally, they can get help here, although they felt that more staff were needed to provide that help. In summary, the program helps with grades because of increased completion of work.

Second: What could the program do next year to help you improve your grades?

Response summary: Students felt they needed more tutoring on specific skills and specific assignments, especially related to science.

Final thoughts: Student felt that the quiet and controlled atmosphere of the after school program was very important. The students see a positive connection between homework and tests in class. The absence of distractions during the after school program was very important.

Middle School Feedback

First question: Does participating in the after school program help you improve your grades?

Response summary: 33% of students responded that it did, mainly because they could get their homework done and get help doing it. They indicated that they can't do it at home because of distractions. 44% indicated that the program didn't help them improve grades, because they couldn't get help when they needed it and what happened in the after school program didn't always have a connection to the classroom. Also, some students didn't know why, but being in the after school program just didn't seem to help their grades. Other students indicated that they got help, but they weren't sure it helped, because their grades hadn't improved.

When asked about what a "helper" looked like, the students responded that a helper was anyone who knew about the topic the students needed to study, whether that was another student, an older student, or an adult.

Second question: What needs to happen in this program to help you all improve your grades for next year?

Response summary: Student response aligned around the theme of structure and control. They felt the room needed to be quieter, the rules more strict and enforced, and the room needed to be more comfortable and informal, with beanie bags, for example, rather than desks. In addition, it was important that the food/snack was appropriate and enjoyable, as they were really hungry after school and the food provided just kind of teased them rather than satisfied them. Finally, they wanted the adults to get rid of any type of competitive programs that pitted group against group, as that was just too distracting.

Planning/Self-Assessment Data

The local evaluator worked with each Center Coordinator and the Program Director and staff to do some comprehensive planning during the Fall of 2007. The format used to collect planning ideas for discussion is shown below. This is an example only: the same format was used for all grant goal areas.

Grand Coulee Goals and Activities 2007-2012

For each goal area below, indicate what needs to happen to get started on the goal.

Goal 1: Provide social supports that our target students need to come to school ready to learn. Objective 1: Provide educational opportunities that empower families to develop and strengthen the skills needed to support their student at home.

Objective 2: Provide opportunities to participate in activities that promote well-being and reduce at-risk behaviors.

Objective 3: Provide opportunities for counseling, training, and projects that promote social skills.

What needs to happen in these areas?	Details
Relationships	
Data Collection	
Program logistics	
Other	

The winter quarter training was devoted to looking at these plans and helping align them with the reality of providing services within the individual school. This planning process worked well in 2 out of 3 Centers and provided guidance to program development throughout the year. This tool was also seen as a support for development of strategies for the 08-09 year, as it provided a platform for discussion of what supports were needed at each site to reach the stated objectives. One result of this planning/reflection process was that Center coordinators identified relationships as the key to program success, particularly those relationships with school personnel. That information has infused the 08-09 program with a more focused direction.

Discussion

Progress in Meeting Objectives and Student Outcomes

Goal 1: Provide social supports that our target student need to come to school ready to learn.

2007-2008 Results

Outcome 1: Participants increase pro-social behavior and activities, as measured by teacher survey.

Teachers noted the following positive behaviors in students over the course of the year:

Table 9. Percent of Students Improving/Maintaining Pro-social Behaviors

	LR High School	GCD Middle School	Center Elementary
Participating in class	78%	100%	92%
Volunteering	71%	94%	100%
Behaving in class	67%	92%	88%
Getting along with others	100%	94%	86%

In addition, 77% of high school students and 75% of elementary students reported in feedback surveys that the program gave them a chance to work on community events or projects. In parent feedback, 90% reported that the program helped their students improve their attitude toward school, 70% reported their student taking more responsibility toward school work, and 89% more responsibility in being on time for school.

Outcome 2: Participants exhibit greater confidence in handling challenging situations in a productive manner, as measured by program staff pre-post self direction rating scales.

Table 10. Percent of Students Replying “True” or “Very True”

<i>The after school program has helped me:</i>	Center Elementary	GCD Middle School	LR High School
Learn how to focus on things I need to get done and not worry about what others are doing.	24%	57%	68%
Learn how to organize my things so I always know what I need to do next.	37%	60%	68%
Take pride in my ability to work on my own and be organized so I always know what I need to do.	37%	54%	85%
Learn how to use time management strategies to get more done.	37%	40%	78%
Learn how to use a checklist to help me always know what I have done or need to do.	37%	44%	70%

Outcome 3: School attendance will improve, as measured by pre-post school records.

Teachers at the high school reported that 57% of regular program attendees improved in attendance, while teachers at the middle school reported 91% improved, and at the elementary, 75% improved. Eighty percent of parents reported that their child was taking more responsibility in attending school.

Goal 2: Facilitate communications among home, school and student to support learning.

2007-2008 Results

Outcome 1: Increase in communications between school and family, as measured by parent/guardian feedback surveys.

Fifty-five percent of parents stated that they have better communication with the school because of the after school program.

Outcome 2: Teachers maximize the opportunities available in the after school program, as measured by teacher participation in student personal growth plans.

Sixty-three percent of elementary students, 47% of middle school students, and 57% of high school students stated that they had talked to at least one teacher about what they had done in the after school program. Eighty-seven percent of the teachers surveyed had discussed a student with the program coordinator, and 40% had made referrals to the program.

Goal 3: Improve math skills

2007-2008 Results

Outcome 1: Participants will show improved academic performance in subjects that require math skills and thinking, as measured by school grades.

Special math sessions were held throughout the year. The table below shows the percent of all students who attended math programs, the percent of 30 days or more attendees, and the percent who increased or maintained their math grade.

Table 9. Math Program Attendance

School	Total Math Attendance	30+ Math Attendance	Improved/Maintained
Center Elementary	87%	100%	65%
GCD Middle School	45%	100%	45%
LR High School	44%	85%	82%

Outcome 2: Participants will increase knowledge of the role of mathematics and technology in their future, as measured by pre-post student feedback surveys.

In student survey feedback, 100% of Center Elementary students, 32% of middle school students, and 57% of high school students felt they had improved their math or technology skills during the after school program.

Goal 4: Increased classroom performance

2007-2008 Results

Outcome 1: Participants will show improvement in district and state achievement measures; as measured by WASL scores and other standardized district academic measures.

Grand Coulee Dam SHARP Kids is currently collaborating with the school district to track participating student standardized assessment data. The school district realizes that these are important measures of success and that the closer the connection between the after school program and improvements on these measures, the more likely continued funding for after school program will result.

Outcome 2: Participants will create a post-high school plan as measured by program documents and student surveys.

In response to the statement “During the after school program, I have had a chance to talk to adults about what I may wish to do after high school”, 88% of high school students, 50% of middle school and elementary students, responded “yes”.

Strengths

The SHARP Kid's program has several strong attributes that allow it to succeed in a community that has seen great variability in leadership and enrollment during the past several years. Program leadership is a definite strength, not only because of consistency but also because the program Director has taken a great deal of personal time to build and maintain the relationships necessary to get things done in a small community. The program partnership list displayed above is a testament to these efforts.

Another strength is the program's ability to integrate with on-going school programs or concerns. The High School was having serious attendance and work completion issues two years ago. SHARP Kid's re-organized its program there to include individualized help and personal connection with at-risk kids. The strong results were seen above.

A third strength of the program is its willingness to break out of the mold of typical after school enrichment program to offer a comprehensive student support network as part of after school activities. To this end, the program has designed a student advocate position and a family advocate position. Each of these persons works one on one with at risk students and parents to problem solve environmental issues that are negatively impacting school performance. The first

Comment [m1]: Should we mention the immediate success seen with the implementation of the Student and Family Advocate positions in the first year?

year helped the program learn how to do this: this second year is full or promises for impacting really hard to reach students and families.

A fourth, but by no means last, strength is the willingness of the program leadership and staff to engage in serious discussions and planning efforts to adapt to meet student and parents needs in flexible ways. The 07-08 program was greatly different than the program offered under different funding in 06-07. The 08-09 program will be very different than the program described by this report.

Challenges

There are several areas of challenges that have been addressed during the 07-08 year and that will continue to need addressing in the future. One such challenge is getting the most appropriate students into the program for a sufficient amount of time to help them change some of their learning behaviors. Often, this has to do with transportation or with students being asked to take on care giving roles at home after school. Quite often, this has to do with really difficult behaviors and/or lack of motivation on the part of the child and his/her parents/guardians. This challenge is addressed in the recommendations.

Comment [m2]: Should we add something to the effect of "We had a major challenge at the middle school program with a leader that ended up not being a good match for our program goals and outcomes. This is one of those ongoing, underlying challenges that programs must address. Thankfully, the majority of our staff are beautiful matches for our programs and will be continuing on in the program for the 2008-09 school year."

Another challenge is finding after school staff who are qualified to work with students at the same time that they possess an empowering orientation toward helping students become successful and independent learners. There is always an element of trial and error here, but in small communities, the pool of qualified persons may be small and those who do apply may depend upon the position for critical parts of their income. Therefore, hiring and dismissing effort are surrounded by the norms of small communities, which often see jobs as entitlements rather than positions by which persons can explore different ways of supporting students or choose to find another position.

Another challenge is getting more focused communication between classroom teachers and after school personnel. This has improved over time, especially at the high school level, but a perception sometimes remains that the after school program is either about kids have fun with enrichment activities or about quick fixing some classroom skill areas, such a computation. This challenge is also addressed in the recommendations below.

Finally, a challenge exists of helping students in a small and isolated community create a vision of themselves as successful learners in the outside world. Without a dream of the possible, students and parents sometimes find it difficult to corral the energy necessary to focus and strive toward success in school as the building block of a larger future. This challenge was the reason that one of the program outcomes addresses the five year plan and learning about the world of work. This challenge is also addressed below.

Recommendations

Goal 1 Recommendation

At the upper elementary and at the middle school levels, it is recommended that the program adopt a tighter focus on small numbers of student for intensive periods of time, rather than trying to target a large number of student over the course of the year. To accomplish this, the program will need to facilitate a relationship between teacher, parent/guardian/ and student that is aimed at identifying and then addressing areas that seem to be preventing the student from being successful in class. These areas can be anything from attitude to motivation to inability to focus to poor organizational skills. The after school program should work with teachers to target a group of students needing improvement, help connect teachers to parent/guardians to build a reinforcement system, and then collaborate with students and teachers to address individualized learning needs using content area subject and enrichment activities as vehicles for change. The program is now well set up to accomplish this vision, and the first training with the evaluator for the 08-09 program addressed this need.

Goal 2 Recommendation

At all levels it is recommended that program targeted students learn to create individualized goals and portfolios that will identify strengths and progress during the time students are in the program, which has been set at a minimum of 30 days. By having individualized plans, teacher and parents/guardians can have focused discussion that include the student and the after school leader. In addition, having targeted individualized plans means that goals can be achieved and celebrated, and that students can 'graduate' out of the intensive after school program and into the enrichment portion of the program to continue to participate in personal growth but in a broader arena.

Goal 3 Recommendation

At all levels, it is recommended that the program seek to work with math and other teachers to assess what learning characteristics individual students are having difficulty with and that are preventing them from being successful learners in the classroom. The after school program can certainly reinforce classroom instruction, but it can't and shouldn't try to replace it through remedial or alternative types of instructional efforts. Each at-risk student needs to build the ability to take advantage of whatever classroom instruction they encounter. The more deeply the learning needs of individual students can be assessed, the more likely that the after school program can learn to help students overcome them through activities and opportunities that cannot be accomplished by the school day program.

Goal 4 Recommendation

At all levels, the program needs to focus on ensuring that data is collected from as many sources as possible. The program currently uses end of year grade and attendance data, as well as teacher surveys and WASL scores sent to OSPI. However, the individualized plans recommended above call for on-going assessments of personal progress, and the more that progress can be aligned

with district learning goals, as represented by test scores or grades or both, the more likely that students will become motivated by seeing a relations between their efforts and their performance results.

An important part of this is the relationship between the vision of the student and his/her family fort he future, and the understanding of the role that current school performance plays in that future. The isolation and community climate surrounding this program may be challenging, but the program has already learned a great deal about how to widen the exposure of students. Now, that widened exposure can be aligned with individual improvement goals, especially as the program moves to a more focused and intervention mode.

Alignment of Evaluation Results and Program Improvement Plans

The SHARP Kids local evaluator is already deeply embedded into the planning and training routines of this program. The only recommendation for the 08-09 year is that the program and the evaluator continue to work together build new tools for assessing program impact, especially in the areas of parent and student advocacy and in individual student progress on learning goals.

Summary and Next Steps

The Grand Coulee Dam SHARP Kids After School Program had a very successful first year of operation. The academic focus the new grant identified was addressed, and for the most part successfully. What was fully success was the learning of the program around trying to create a new vision for after school programming, moving from an enrichment focus to actual individual student achievement. The transition is now mostly complete, and the program has excellent plans for the 08-09 program year. The real next step is now to stay with these ambitious plans and learn even more as this program strives to support the students who most need to find higher levels of success in school.