

**21st CENTURY COMMUNITY LEARNING CENTER
LOCAL EVALUATION REPORT 2019-20**

PUGET SOUND EDUCATIONAL SERVICE DISTRICT

COHORT 14

**SCHOLAR SUCCESS: An Expanded Learning Program
Sunnycrest Elementary School and Wildwood Elementary School
Federal Way School District**

October 2020

**Nathalie Jones, Senior Consultant for Educational Equity and Evaluation
Puget Sound Educational Service District**

njones@psed.org

425-917-7719

Contents

I. Executive Summary..... 3

II. Background and Context..... 7

 Context: COVID-19 and the Movement for Racial Justice..... 7

 Community Description..... 7

 Mission/Vision..... 8

 Goals and Objectives 8

III. Project Description..... 10

 Partnerships..... 10

 Operations and Activities..... 11

IV. Data Collection Methodology..... 13

V. Program Implementation Findings..... 14

 Participation and attendance of students..... 14

 Program Quality..... 16

 Community Partners 18

VI. Program Impact Findings 20

VII. Discussion 22

VIII. Recommendations 24

Appendix: Student Demographics 26

I. Executive Summary

Background and Context

The Scholar Success program, an Expanded Learning Program at Sunnycrest Elementary School and Wildwood Elementary School in Federal Way School District, was operating in the unprecedented time of COVID-19 during the 2019-20 school year. The program this year is divided into the realities of “pre-COVID” and “during COVID” and has adapted from an in-person to remote/virtual format. The program has remained focused on supporting academic achievement, enrichment activities, and social emotional learning.

Program Overview

The 2019-20 program year was the third year of the five-year grant. Scholar Success engages many partner organizations to implement the summer and afterschool programming at Sunnycrest and Wildwood Elementary Schools. (Wildwood also offers a before-school program.) This year, Sunnycrest worked with 11 partner organizations and Wildwood worked with 12. Student activities include Science, Technology, Engineering, and Math (STEM); arts and crafts; physical activity; cooking; literacy; games; mentorship, leadership, and service learning programs; social studies and cultural awareness; and homework help. In addition, each program works with the school to organize or support family events, including family dinners and potlucks, the school open house, Fall and Winter Festivals, the Festival of Lights, and an Attendance Matters workshop. A Site Coordinator and paid and volunteer staff support the program at each site.

Program Goals

The program has a number of goals related to program implementation and impact, with 2019-20 results below.

Program Implementation Results

- **Participation and Attendance:** 259 students participated in the program this year, with 159 Sunnycrest participants and 100 at Wildwood. The program goal is to serve 120 students at each site. Overall, 42 percent of students attended 30 days or more, the threshold for program effectiveness. Notably, this is only a small decline from 2018-19 (when 45 percent of students attended 30 days or more) despite the enormous challenge of school closures due to COVID-19.
- **Program Quality:** The Scholar Success program participates in the Youth Program Quality Intervention of the David P. Weikart Center for Youth Program Quality. The program aims to increase ratings on Program Quality Assessments (PQA) each year, and average ratings increased on each dimension of the PQA from 2018-19 to 2019-20. Notably, Wildwood’s scores increased in the “Interaction” dimension, which was the focus of the improvement goals the Wildwood program set in 2018-19. Sunnycrest participates in the Social Emotional Learning PQA, but the Spring assessment was canceled due to COVID-19 and school closures.

- **Community Partners:** Federal Way Public Schools (FWPS) is the major partner for this program, as they provide office space for coordinators, space for program activities, transportation, access to student records, meeting time, access to technology for staff and students, and other services. In the first year of operation, Sunnycrest had nine partners and Wildwood had seven partners, compared to the program's goal of three. In each year since, they have added between five and nine partners, far exceeding the goal of adding at least one partner in each subsequent year of operations.

Program Impact Results

There is limited data on the impact of the program this year due to COVID-19 and school closures. Spring assessments and teacher surveys were not administered. During this timeframe, the program was focused on transforming into a virtual/distance format, maintaining connections with students, families, and partners, and working with school staff and others to address the immediate needs of students, families, and staff.

- **Family knowledge and skills:** In addition to the program's goals to increase student achievement in reading and math and improve learning behaviors in the classroom, the program also focuses on increasing the knowledge and skills of families about how to support their children's education. This goal is measured through family surveys that are shared during family events. Based on 52 completed surveys at three parent events, between 85 and 100 percent of families reported that they:
 - Learned something new about their child's school
 - Learned how they can help their child be successful
 - Felt more connected to their child's school and education
 - Would like to have the same event offered next year

2019-20 Themes and Highlights

Several overarching themes stand out from the 2019-20 year:

- **Flexibility and Adaptability:** The program exemplified adaptability and flexibility this year. The defining challenge of 2019-20 for both sites (and far beyond) was COVID-19 and school closures. The program provided supports for students and families and virtual programming. Both sites have engaged in professional development in order to provide a virtual program and social emotional supports to students. In addition to COVID-19, Wildwood's school building was demolished after the 2018-19 school year, so the program had to find space for their summer program and remained flexible and adaptable as they navigated a move to a new building.
- **Social Emotional Supports:** Both sites support social emotional needs through activities and themes, as well as:

- **Stability of this long-term program**, which was critical during the stressful time of COVID-19 and school closures. The stability and familiarity of the program was also helpful to Wildwood students as they moved to a new school building and had new building administrators this year.
 - **Mentoring, leadership, and connection opportunities** through partnerships with the BROTHAS mentoring program for boys and Girls on the Run. Both programs also fostered connections among students and staff within their programs.
- **Deeper Connections with the School:** Both programs have deepened their relationship with the schools over time. At Wildwood, the Site Coordinator worked with a family liaison and community partner to support students and families. At Sunnycrest, the Site Coordinator has increasingly received requests for the 21st CCLC program to support other programs in the school, indicating that they are seen as a resource to the broader school and community.
- **Progress on 2018-19 Recommendations and Grant Goals:** Building from the work of 2018-19, the program implemented the recommendations put forward from last year's evaluation report and identified priority areas for 2019-20:
- **Regular attendance:** The program set a goal in early fall 2019 to focus on increasing the percentage of students who regularly attend the program, with systems to support this goal. Sunnycrest adopted an incentive program where students keep track of their attendance and earn rewards. Wildwood developed a new structure for their program, where students could attend a 30-minute program before school in addition to the two-hour after-school program. The contributions of these efforts are evident in the attendance results for this year, which were not significantly impacted by the school closures in early March.
 - **Family Events:** A 2018-19 recommendation was to rethink family engagement activities and ways to assess the impact of these activities. The program revised the family event survey to better align with their support for schoolwide family events. The program also focused on gathering more completed surveys as a goal for 2019-20. Though there were fewer family events given COVID-19, the program collected 52 completed surveys, an increase from 32 surveys in 2018-19.
 - **Data Collection:** Another recommendation from 2018-19 was to refine data collection processes. The program established a data sharing agreement with FWPS, which has facilitated the process of collecting data about student demographics and academics. Sunnycrest built on their past success of using a scanner system to track student attendance in EZ Reports, which has now been adapted into a system of scanning and tracking attendance in Excel.

Recommendations

As this program begins the 2020-21 program year amidst the COVID-19 pandemic, staff may consider the following recommendations:

21st CCLC Local Evaluation 2019-20

Grantee: Puget Sound Educational Service District, Scholar Success, Cohort 14

Schools: Sunnycrest Elementary School and Wildwood Elementary School

- **Understanding and measuring success:** There is an opportunity to revisit ways of knowing how the program is doing and measuring progress toward goals in light of COVID-19 and virtual programming.
- **Clarifying the focus of virtual programming:** COVID-19 and the shift to virtual programming also poses an opportunity to clarify the program's priorities for students. For example, the program has responded to the increasing social emotional needs during this stressful and unprecedented time. This is an opportunity to continue to rethink the program's priorities and the activities and supports aligned to those priorities. Similarly, it is a chance to consider how the program prioritizes among the stated grant goals.

Each of these recommendations can help to support and inform planning (and logic model development) for the 2020-21 year.

II. Background and Context

Context: COVID-19 and the Movement for Racial Justice

The prevailing context and challenge in the Puget Sound region and across the country and world in the 2019-20 program year is the COVID-19 pandemic. Schools closed and 21st Community Learning Centers (CCLC) ended in-person programming in early March 2020. Any programming was virtual through the end of the school year. The Puget Sound Educational Service District (PSESD) 21st CCLC Program Director describes the impact of COVID as this: “This unique epidemic has been an experience. We are grateful for our team to meet regularly, to continue to work and connect with our students, families, and schools. We’ve had to rely on our personal strengths, relationships with students, families, and schools and creative solutions to continue to provide service. We became more diverse in how we connect with our students. We mailed postcards and self-care and activity packages, made phone check in calls, met students at school lunch drop off sites, and provided a variety of online social emotional learning, learning enrichments during the spring and summer. Our hearts are sad because we miss our students. My team miss the in-person connections. This is a science experiment and we are continually learning new ways to connect with our students.” This program year can be divided into two different realities: “pre-COVID” and “during COVID”. This report includes information about the program during both periods, acknowledging that March-June was the start of an unprecedented time.

The movement for racial justice that has been growing since Spring across the United States and the world is another important part of this program’s context. As part of PSESD and its mission to ensure “Success for Each Child and Eliminate the Opportunity Gap by Leading with Racial Equity”, the PSESD 21st CCLC programs focus on opportunities to disrupt inequities in education and serve and support students and families of color. The racial uprising of the Spring and Summer 2020 impact the 21st CCLC students, families, staff, as well as the broader community. The social emotional focus of these programs provides different forms of support and connecting with students and families during these challenging times.

Community Description

This grant serves communities in southwest King County, in the cities of Kent and Federal Way, that include Sunnycrest and Wildwood Elementary Schools in Federal Way School District. These communities are home to a large low-income population as well as many recent immigrants and refugees. Both schools are highly diverse and serve many institutionally underserved populations, including Latino families, families with a wide range of home languages, and low-income and highly mobile families, as well as homeless students. The Washington School Improvement Framework (WSIF) identifies how schools can improve the education of all students and combines up to nine indicators (such as graduation rates, attendance, and proficiency on state assessments) to determine state supports for school improvement. Per the WSIF, Sunnycrest is currently identified as a Tier I school, with targeted support for 1-2 student groups. Wildwood is identified as a Tier III school for comprehensive

21st CCLC Local Evaluation 2019-20

Grantee: Puget Sound Educational Service District, Scholar Success, Cohort 14
Schools: Sunnycrest Elementary School and Wildwood Elementary School

support.¹ The programs at Sunnycrest and Wildwood were in their third year of operation in 2019-20.

Mission/Vision

The overarching goal of Scholar Success is to support academic achievement, with a focus on tutoring and homework help in reading and math, continued support for these subjects in enrichment activities, and a focus on social emotional learning. To that end, 21st CCLC staff work with students and teachers on creating better skills for relationship building and managing emotions to be successful and teach students to use voice and choice to take ownership over their own learning.

Data from OSPI Report Card	Sunnycrest	Wildwood	Federal Way School District
October enrollment, 2019-20	563	529	23,318
American Indian –Alaskan Native	0.4%	0.8%	0.5%
Asian	17.8%	8.1%	11.7%
Black/African American	11.4%	12.7%	15.2%
Hispanic/Latino (of any race)	45.6%	52.2%	31.8%
Native Hawaiian/Other Pacific Islander	1.4%	5.5%	5.6%
White	15.1%	11.5%	23.9%
Two or more Races	8.3%	9.3%	11.2%
English Learners	60.6%	47.6%	22.5%
Low Income	85.3%	84.3%	66.2%
Students with Disabilities (Special Education)	7.3%	10.4%	14.9%
SBA ELA 4 th - % meeting standard (2018-19)	31.0%	23.6%	42.8%
SBA Math 4 th - % meeting standard (2018-19)	36.0%	31.8%	41.4%
Washington School Improvement Framework Status	Support Tier I: Targeted 1-2	Support Tier III: Comprehensive	

Compared to other schools in the Federal Way School District, both schools have a higher proportion of Latinx students, English learners, and low-income students. Both schools trail district averages in the percent of students who meet standard on the 4th grade English Language Arts (ELA) and Math. The percent of 4th grade students meeting standard in Math increased at both schools from 2017-18 to 2018-19, and the percent of 4th grade students meeting standard in reading increased at Sunnycrest.

Goals and Objectives

The Scholar Success program works towards goals in a range of areas:

- 1) Increase student achievement in reading and math** (This aligns with the state performance goal for academic achievement)

¹ Office of the Superintendent of Public Instruction Washington State Report Card at <https://washingtonstatereportcard.ospi.k12.wa.us/>. Accessed July 21, 2020.

- 1.1) At least 50% of regular attendees will increase their achievement in reading/language arts from the fall to spring
 - 1.2) At least 50% of regular attendees will increase their achievement in mathematics from the fall to spring
- 2) Improve academic and learning behaviors in the classroom** (This aligns with the state performance goal for improvement in student behavior)
- 2.1) At least 70% of regular attendees will improve on turning in their homework on time, completing homework to the teachers' satisfaction, and class participation as measured by an end of year teacher survey
 - 2.2) At least 70% of regular attendees will improve on coming to school motivated to learn, behaving well in class, and getting along well with others as measured by an end of year teacher survey
 - 2.3) At least 90% of regular attendees will have a daily school day attendance rate of 90% or greater by the end of the school year as assessed by school attendance records
- 3) Serve a meaningful number of students at each site with a meaningful intensity of service** (This aligns with the state performance goal for quality program implementation)
- 3.1) Sunnycrest – enroll 120 students, at least 75% will attend at least 30 days, and 60% of regular attending students will attend 60 or more days by the end of the school year as measured by records of daily attendance
 - 3.2) Wildwood – enroll 120 students, at least 75% will attend at least 30 days, and 60% of regular attending students will attend 60 or more days by the end of the school year as measured by records of daily attendance
- 4) Increase ratings on the YPQA each year** (This aligns with the state performance goal for quality program implementation)
- 4.1) Ratings on the dimensions of interaction and engagement by the local evaluators will increase each year of the project with the first year serving as a baseline
 - 4.2) Ratings on the dimensions of interaction and engagement by the local evaluators will equal or better the average ratings of other programs in the state by the last year of the project
- 5) Increase the knowledge and skills of families about how to support the education of their children** (This aligns with the state performance goal of family participation)
- 5.1) Adult family members of 80% of regular attendees will attend at least one family event each year as measured by sign-in sheets at each event
 - 5.2) At least 80% of participating families will agree or strongly agree that they learned new information that will be helpful to their child or family as measured by an end of event exit ticket
 - 5.3) At least 80% of participating families will agree or strongly agree that they plan to use at least one of the ideas learned as measured by an end of event exit ticket
- 6) Increase the number of community partners who collaborate with project** (This aligns with the state performance goal for community collaboration)

- 6.1) The project will collaborate with at least three community partners in the first year of operation
- 6.2) The project will add at least one new partner in each subsequent year of the project

III. Project Description

Partnerships

The Federal Way School District was the major partner who provided office space for coordinators, space for indoor and outdoor program activities, transportation, access to student records, meeting time, access to technology for staff and students, and other services.

Additionally, each school also made contributions of space for programming and staff to lead activities. Partners in 2019-20, along with their contributions, are listed below. Partners are defined as organizations or individuals other than the grantee, school, or school district, that provide any in-kind or cash contribution that supports the objectives of the program.

Sunnycrest

- 1) World Vision – provided materials and supplies for teachers and students
- 2) Sunnycrest Parent-Teacher Association- partnered on family engagement opportunities
- 3) Franciscan Health – hosted meetings with community-based organizations to provide resources and referrals for students and families
- 4) Highline College – assisted in staff and volunteer recruitment
- 5) Kent Parks and Recreation – provided staff and materials for physical education
- 6) Federation Forest – provided free parking
- 7) Wing Luke Museum – provided tickets to visit the museum
- 8) Kent Police Department – led a story hour with the students
- 9) Girls on the Run – provided curriculum and supplies
- 10) Schools Out Washington – provided coaching
- 11) University of Washington – provided program evaluation, social work intern

Wildwood

- 1) Wildwood Elementary PTA – provided family engagement opportunities
- 2) World Vision – provided materials and supplies for teachers and students
- 3) World Vision – provided materials and supplies for teachers and students
- 4) BROTHA’s Program – provided mentoring for male youth of color
- 5) Church of Christ – provided adult volunteers free use of their facilities and Friday backpacks for students who needed them
- 6) Federal Way High School – provided volunteers for family events
- 7) Green River Community College – assisted in recruiting employees and volunteers
- 8) Woodland Park Zoo – provided free admission to zoo
- 9) NW Trek – provided discounted admission to park
- 10) Kopachuck State Park – provided free parking
- 11) Pioneer Farm – provided discounted admission to museum

21st CCLC Local Evaluation 2019-20

Grantee: Puget Sound Educational Service District, Scholar Success, Cohort 14
Schools: Sunnycrest Elementary School and Wildwood Elementary School

- 12) New Church – provided gift cards for every student, toiletry gifts for parents, snacks/party prior to Winter Break

Operations and Activities

Due to the COVID-19 pandemic, in-person programming at both schools ended when schools closed in March 2020. Each program operated as described below.

Sunnycrest offered programming for four days per week during the school year and in the summer.

- Sunnycrest’s **summer program** included four weeks of programming, for 4-9 hours per day. The program recruited 2nd through 5th grade students who had participated in the school-year program. 41 students attended the summer session, and average attendance was 32 students per day. 17 students attended all 15 days. The summer session included several field trips, including Federation Forest, the Wing Luke Museum, and a boat trip in West Seattle. Family activities included family dinners, which were better attended than in 2018-19.
- Sunnycrest’s **school-year program** was shortened from 31 weeks to 19 weeks due to the COVID-19 pandemic and school closures. This program runs for two hours after school. The program includes 2nd-5th grade students every day (four days per week) and 1st grade students on Tuesday/Thursday. 145 students attended the schoolyear program (one day or more), and average attendance was 37 students per day.
- **Since schools closed**, the program has focused on connecting with students and families from a distance, by sending care packages, letters and post cards and sharing videos focused on connection with students and their families.

Wildwood offered programming for two weeks in the summer and 22 weeks of schoolyear programming.

- Wildwood Elementary School moved buildings between the 2018-19 and 2019-20 school years, which impacted **the summer program**. The summer session included a weeklong program in June for Grades 1-5 and a three-day kindergarten transition program in August. A neighboring church donated space to be able to host limited programming. The program had access to the church around drop-off and pick-up, so students went on several field trips during the day, including to the Woodland Park Zoo, NW Trek, Kopachuck State Park, and Pioneer Farm. The BROTHAS Mentoring program attended all field trips and participated in programming.
- Wildwood’s **school-year program** included 22 weeks of programming, a shortened session due to the COVID-19 pandemic and school closures. It includes 2.5 hours of programming, four days per week, both before school (30 minutes) and after school (two hours). The program serves students in 1st through 5th grades. 92 students attended the school-year program (before and/or after school program for one day or more), and average attendance was 41 students per day.

- **Since schools closed**, the program has focused on addressing family needs in collaboration with school staff, providing meal supports, and connecting with teachers to understand how students are doing since schools closed.

Student activities for the summer, fall and spring sessions are listed in the table below.

	Summer Session	Fall Session	Spring Session
Sunnycrest Elementary	<ul style="list-style-type: none"> • STEM Design Challenge- simple machines, tiny houses • Habitats- beach, forest • Crafts, arts, music • Physical activity 	<ul style="list-style-type: none"> • Arts and crafts: Art mediums, colors and drawing, DIY crafts, “Now trending” • Cooking • Leadership through games and gaming • STEM: Science experiments, Science in the natural world, Computer club • Literacy, stories and books 	<ul style="list-style-type: none"> • Physical activity: large movement, group games; dance • Arts and crafts • Cooking • Multi-player action games • Youth leadership through Girls’ group • STEM: Computers and assorted activities
Wildwood Elementary	<ul style="list-style-type: none"> • STEM, language arts, and physical activity through daily field trips and related activities: Science/ Nature is Fun, Washington State History, mindfulness, nature walks, athletics, and game time 	<ul style="list-style-type: none"> • Math and Literacy: Cooking Club, Game Club, Computer Club • Literacy: Reading Ready, Puzzle Builders, Chess Club • STEM: Science is Fun, Magnet Masters, Math Team • Mentoring/leadership/service learning: BROTHAs Program, Sisterhood • Arts and crafts • Athletics • Homework help • Social studies/cultural awareness: Yum Yum Fun! 	

Family Activities

Each school held several events for families on different topics, listed in the table below, with the number of family members in attendance in parentheses. Due to the building move and limitations on programming space, the Wildwood program did not host any family events during Summer 2019, though parents were encouraged to attend field trips with their student(s).

Additionally, with school closures due to COVID-19 in March 2020, any planned family events were canceled, including a Summer Camp event and Father/Daughter Night at Sunnycrest. At Wildwood, three Wildwood Parent Workshops, planned in collaboration with the school, were canceled due to school closures.

21st CCLC Local Evaluation 2019-20

Grantee: Puget Sound Educational Service District, Scholar Success, Cohort 14
 Schools: Sunnycrest Elementary School and Wildwood Elementary School

In addition to attendance at family events, parents and family members supported the program by volunteering as chaperones for field trips, where they were paired with program staff. At Sunnycrest, 7-8 parents/family members chaperoned each field trip and at Wildwood, 1-6 parents served as chaperones.

Sunnycrest	Wildwood
<p>Summer 2019</p> <ul style="list-style-type: none"> • Family dinners where family members participated in craft projects and had dinner (3 events with 58 family members attending one or more events) <p>Fall 2019</p> <ul style="list-style-type: none"> • Festival of Lights was an event to learn about cultures from around the world (52 family members in attendance) • Community Potluck was a potluck dinner with foods from around the world (166 family members in attendance) 	<p>Fall 2019</p> <ul style="list-style-type: none"> • Schoolwide Open House to introduce families to the new building and operating procedures (150 family members in attendance) • Fall Festival to invite families to the school to celebrate, this was a PTA-led event (200 family members in attendance) • Winter Celebration was a party and celebration with gifts, games and arts and crafts (100 family members in attendance) • Attendance Matters (44 family members in attendance)

Staffing

21st CCLC Site Coordinators worked in each school to oversee staff and programming. Other staff included a mix of paid and volunteer staff, including college students, teaching and non-teaching school day staff, community members and parents, Americorps volunteers, and other paid staff.

IV. Data Collection Methodology

Data collected for the purposes of reporting and to support continuous improvement come from a number of sources:

- **Attendance:** Coordinators track attendance in an Excel spreadsheet and submit attendance files at the end of each session.
- **Student achievement and demographics:** Through a data sharing agreement with Federal Way Public Schools, the district provides demographic and student achievement data for those students who attended one day or more and for whom the parent/guardian consented to data sharing.
- **Program Quality Assessment:** The coordinators at each site completed one Program Quality Assessment (PQA) Form A and one Form B assessment. Sunnycrest is part of

21st CCLC Local Evaluation 2019-20

Grantee: Puget Sound Educational Service District, Scholar Success, Cohort 14
 Schools: Sunnycrest Elementary School and Wildwood Elementary School

the Social Emotional Learning (SEL) PQA pilot project supported by Schools Out Washington and the University of Washington (UW), so the external assessments are completed by UW assessors. For Wildwood, the 21st CCLC local evaluators visited and completed two YPQA Form A assessments. These observations included both enrichment and academic activities and were generally led by non-certificated staff. The evaluators entered the scores into the YPQA online scores reporting system.

- **Annual Performance Report data:** For each of the reporting periods in summer, fall and spring, site coordinators gathered data to report on partnerships, program operations, activities, staffing, and parent/family activities.

V. Program Implementation Findings

This section includes how Scholar Success is progressing toward program implementation goals.

Participation and attendance of students

The 21st CCLC program categorizes groups of students based on the number of days they attended. The charts below show these groupings for each site and for Cohort 14 overall:

- Students attending less than 10 days likely receive few benefits from the program
- Students attending 10-29 days may receive some benefits
- Students who attend 30 or more days are likely to receive some benefits and are referred to as regular attendees
- Regular attendees who attend 60 or more days are believed to receive the most benefit

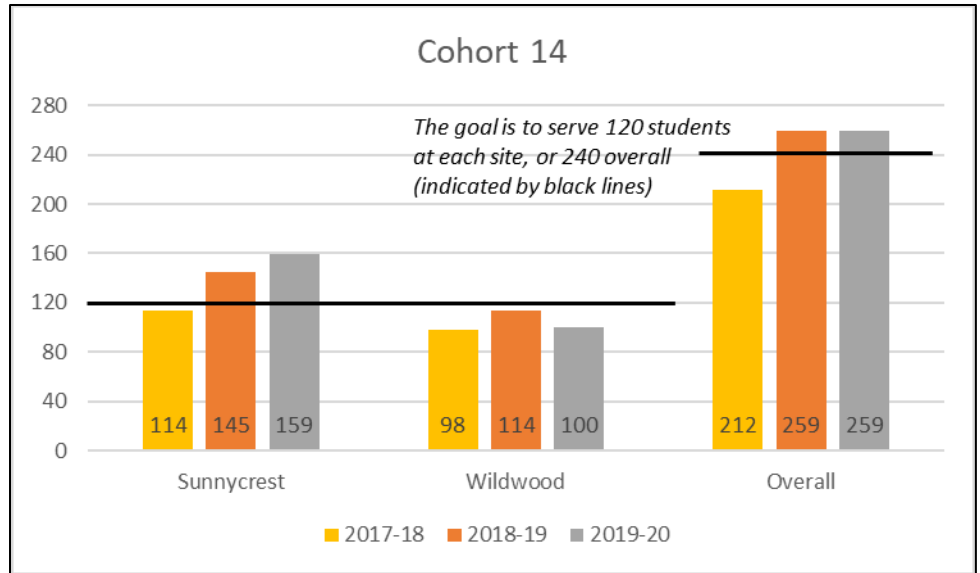
Results related to the number of students served and intensity of service are outlined below. The grant goal states:

Serve a meaningful number of students at each site with a meaningful intensity of service

(This aligns with the state performance goal for quality program implementation)

- *Sunnycrest – enroll 120 students, at least 75% will attend at least 30 days, and 60% of regular attending students will attend 60 or more days by the end of the school year as measured by records of daily attendance*
- *Wildwood – enroll 120 students, at least 75% will attend at least 30 days, and 60% of regular attending students will attend 60 or more days by the end of the school year as measured by records of daily attendance*

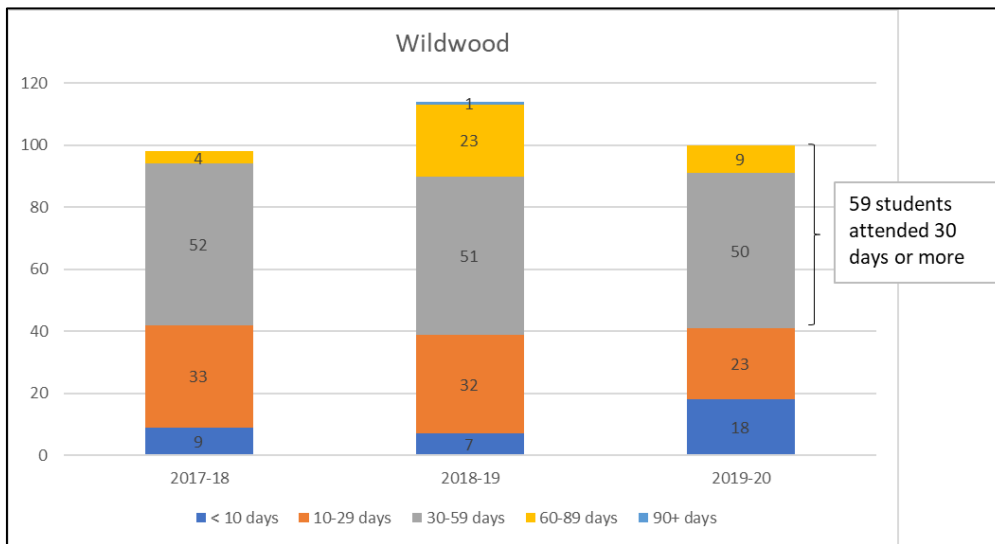
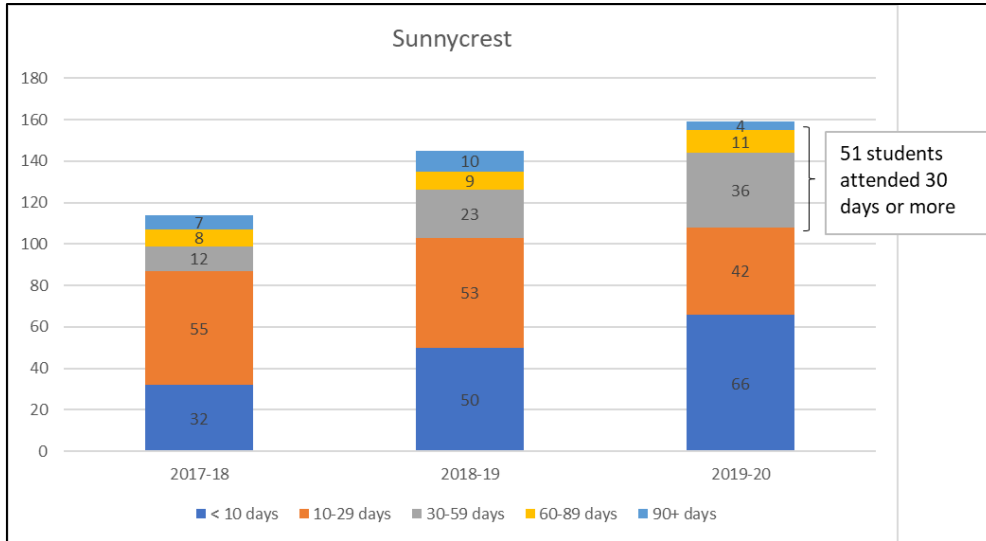
Per the chart at right, Sunnycrest enrolled 159 students, exceeding the goal of 120 students. Wildwood fell short of this goal, enrolling 100 students compared to the goal of 120 students. It is noteworthy that, taken together, the sites enrolled 259 students overall, which exceeds the combined goal of 240 students. Despite the challenges of school closures and COVID-19 as well as Wildwood's shortened



summer program due to the school moving building, the program has the same number of overall participants as in 2018-19, a typical operating year.

The charts on the following page indicate intensity of service at each site, as follows:

- At Sunnycrest, 32 percent of students (51 of 159) attended 30 days or more, compared to the goal of 75 percent. 29 percent of regular attendees (15 of 51) attended 60 days or more, compared to the goal of 60 percent.
 - o For comparison, in 2018-19, 29 percent of students attended 30 days or more, and 45 percent of those attended 60 days or more. The percent of regular attending students was steady from 2018-19 to 2019-20, despite the challenges of COVID-19 and school closures.
- At Wildwood, 59 percent of students (59 of 100) attended 30 days or more, compared to the goal of 75 percent. 15 percent of regular attendees (15 of 59) attended 60 days or more, compared to the goal of 60 percent.
 - o For comparison, in 2018-19, 65 percent of students attended 30 days or more, and 32 percent of those attended 60 days or more. The percent of students regularly attended modestly decreased from 2018-19, despite a shortened summer program as well as Spring 2020 school closures and COVID-19 pandemic.
- Overall, 42 percent of students (110 of 259) attended 30 days or more. Of these, 27 percent (30 of 110) attended 60 days or more.
 - o For comparison, in 2018-19, 45 percent of students attended 30 days or more, and 37 percent of those attended 60 days or more.



Additionally, the grant narrative called for a summer attendance goal of 60 students at each site and grant goals called for total enrollment of 120 students at each site.

School	Summer attendance goals	Actual summer attendees
Sunnycrest	60	41
Wildwood	60	30
Total	120	71

Program Quality

Another goal for program implementation relates to program quality. The Cohort's progress on

21st CCLC Local Evaluation 2019-20

Grantee: Puget Sound Educational Service District, Scholar Success, Cohort 14

Schools: Sunnycrest Elementary School and Wildwood Elementary School

this goal is described below, including Youth Program Quality Assessment (YPQA) ratings, as follows:

Increase ratings on the YPQA each year (This aligns with the state performance goal for quality program implementation)

- *Ratings on the dimensions of interaction and engagement by the local evaluators will increase each year of the project with the first year serving as a baseline*
- *Ratings on the dimensions of interaction and engagement by the local evaluators will equal or better the average ratings of other programs in the state by the last year of the project*

The table below includes external ratings for Cohort 14 over time and the average state rating for the YPQA for 2019-20. The 2019-20 project rating includes Wildwood only. Sunnycrest was part of the Social Emotional Learning (SEL) PQA pilot, with external assessments scheduled for Spring 2020 that were subsequently canceled due to COVID-19.

For each dimension of the YPQA, the average project ratings increased from 2018-19 to 2019-20. The 2019-20 average ratings matched the 2019-20 state average for Safe Environment, Supportive Environment, and Engagement. The average rating exceeded the state average for Interaction (3.6 compared to 3.0). This relates to Wildwood’s improvement goals from 2018-19 that included goals for Belonging and Leadership, both of which are part of Interaction in the YPQA tool.

YPQA Dimension	Average project rating 2017-18	Average project rating 2018-19	Average project rating 2019-20 (Wildwood only) ²	Average project rating 2020-21	Average project rating 2021-22	Average State rating 2019-20
Safe Environment	4.9	4.6	4.7			4.7
Supportive Environment	3.9	4.2	4.3			4.3
Interaction	3.2	3.2	3.6			3.0
Engagement	2.8	2.6	2.8			2.8

Staff wrote improvement goals, several of which focus on PQA topics, in response to information from the Youth and SEL PQA assessments in 2019-20, as listed in the table that follows.

² 2019-20 YPQA assessment scores are for Wildwood only. Sunnycrest participated in the Social Emotional Learning (SEL) pilot, and the external assessments scheduled for Spring 2020 were canceled due to COVID-19.

School	Program Improvement Goals
Sunnycrest	<ul style="list-style-type: none"> • Staff will work with all students to assist them in developing leadership skills, confidence, empathy (as pertaining to leadership), and give them opportunities to practice being a role model. • All students will have time to share from their personal experiences and program staff acknowledge student sharing in a non evaluative way.
Wildwood	<ul style="list-style-type: none"> • Youth will be provided opportunities to make plans for programming activities. • Staff will lead activities that are meant to build upon skills cultivated in a prior activity or session. • Youth will be provided structured activities to present to a group.

Community Partners

The grant goal for community partners is as follows:

Increase the number of community partners who collaborate with project (This aligns with the state performance goal for community collaboration)

- *The project will collaborate with at least three community partners in the first year of operation*
- *The project will add at least one new partner in each subsequent year of the project*

As stated earlier, the Federal Way School District was the major partner who provided office space for coordinators, space for indoor and outdoor program activities, transportation, access to student records, meeting time, access to technology for staff and students, and other services. Below is a list of additional partners, with an “X” to indicate which year(s) they worked with the 21st CCLC program. The program has exceeded the community partnership goals each year to date. In the first year of operation, Sunnycrest had nine partners and Wildwood had seven partners, compared to the goal of three. In each year since, they have added between five and nine partners, far exceeding the goal of adding at least one partner in each subsequent year of operations.

	Sunnycrest Elementary School Community Partners and Contributions	2017- 18	2018- 19	2019- 20
1	International Rescue Committee – provided staff and activities for refugee students and families	X		
2	AmeriCorps – provided staff for activities	X		
3	Mother Africa Drug and Alcohol Awareness – provided information to support students and families	X		
4	Goodwill – provide a paid intern to support staff	X		
5	World Vision – provide materials and supplies for teachers and students	X	X	X

21st CCLC Local Evaluation 2019-20

Grantee: Puget Sound Educational Service District, Scholar Success, Cohort 14
Schools: Sunnycrest Elementary School and Wildwood Elementary School

6	Sunnycrest Parent-Teacher Association- partner on family engagement opportunities	X	X	X
7	Franciscan Health – host meetings with community-based organizations to provide resources and referrals for students and families	X	X	X
8	Highline College – assist in staff and volunteer recruitment	X	X	X
9	Kent Parks and Recreation – provided staff and materials for physical education	X	X	X
10	Washington States Parks and Recreation – provided staff and supplies for field trips		X	
11	Federal Way High School – provided student volunteer		X	
12	PUSH – provided leadership, mentoring and goal-setting activities for 4 th -5 th graders		X	
13	Penrose State Park – provide free parking		X	
14	Federation Forest – provide free parking		X	X
15	Wing Luke Museum – provided tickets to visit the museum			X
16	Kent Police Department – led a story hour with the students			X
17	Girls on the Run – provided curriculum and supplies			X
18	Schools Out Washington – provided coaching			X
19	University of Washington – provided program evaluation, social work intern			X

	Wildwood Elementary School Community Partners and Contributions	2017-18	2018-19	2019-20
1	Wildwood Elementary PTA – support for family night and volunteer celebrations (2017-18), family engagement opportunities (2019-20)	X		X
2	Highline School District – assisted in recruiting employees and volunteers	X		
3	Latino Community Connection – provided resources for students and families	X		
4	Pattisons’s West – provided discount on skate rentals	X		
5	CBO Meetings – provided resources and referrals for students and families	X		
6	Boeing Flight Museum – provided volunteer pilots to help and answer questions	X		
7	World Vision – provide materials and supplies for teachers and students	X	X	X
8	Point Defiance Zoo and Aquarium – provided discount tickets		X	
9	PUSH – provided leadership, mentoring and goal-setting activities for 4 th -5 th graders		X	
10	Secoma Lanes – discount rentals for bowling activities		X	
11	Valley Cities – provided resources for families		X	
12	Washington State History Museum – provided discount tickets for admissions		X	

21st CCLC Local Evaluation 2019-20

Grantee: Puget Sound Educational Service District, Scholar Success, Cohort 14
Schools: Sunnycrest Elementary School and Wildwood Elementary School

	Wildwood Elementary School Community Partners and Contributions	2017-18	2018-19	2019-20
13	BROTHA's Program – provided mentoring for male youth of color (2018-19, 2019-20)		X	X
14	Church of Christ – provided adult volunteers (2018-19), free use of their facilities (morning/evening) and Friday backpacks for students who needed them (2019-20)		X	X
15	Federal Way High School – provided volunteers for family events		X	X
16	Green River Community College – assisted in recruiting employees and volunteers		X	X
17	Woodland Park Zoo – provided free admission to zoo			X
18	NW Trek – provided discounted admission to park			X
19	Kopachuck State Park – provided free parking			X
20	Pioneer Farm – provided discounted admission to museum			X
21	New Church – provided gift cards for every student, toiletry gifts for parents, snacks/party prior to Winter Break			X

VI. Program Impact Findings

Given COVID-19 and school closures, there is less data available to report on program impact goals in 2019-20. Spring assessments and teacher surveys were not administered as usual since schools were closed. During this timeframe, the program was focused on transforming into a virtual/distance format, maintaining connections with students, families, and partners, and working with school staff and others to address the immediate needs of students, families, and staff.

Goals related to Program Impact are listed below and results for the family knowledge and skills goal are reported. Progress on all three goals will be reported for 2020-21, pending available data.

Increase student achievement in reading and math (This aligns with the state performance goal for academic achievement)

- *At least 50% of regular attendees will increase their achievement in reading/language arts from the fall to spring*
- *At least 50% of regular attendees will increase their achievement in mathematics from the fall to spring*

As stated above, data related to this goal are not available, as spring assessments were not administered in 2019-20.

Improve academic and learning behaviors in the classroom (This aligns with the state performance goal for improvement in student behavior)

21st CCLC Local Evaluation 2019-20

Grantee: Puget Sound Educational Service District, Scholar Success, Cohort 14
Schools: Sunnycrest Elementary School and Wildwood Elementary School

- *At least 70% of regular attendees will improve on turning in their homework on time, completing homework to the teachers' satisfaction, and class participation as measured by an end of year teacher survey*
- *At least 70% of regular attendees will improve on coming to school motivated to learn, behaving well in class and getting along well with others as measured by an end of year teacher survey*
- *At least 90% of regular attendees will have a daily school day attendance rate of 90% or greater by the end of the school year as assessed by school attendance records*

As stated above, data related to this goal are not available, as teacher surveys were not administered in 2019-20.

Increase the knowledge and skills of families about how to support the education of their children *(This aligns with the state performance goal of family participation)*

- *Adult family members of 80% of regular attendees will attend at least one family event each year as measured by sign-in sheets at each event*
- *At least 80% of participating families will agree or strongly agree that they learned new information that will be helpful to their child or family as measured by an end of event exit ticket*
- *At least 80% of participating families will agree or strongly agree that they plan to use at least one of the ideas learned as measured by an end of event exit ticket*

This goal is measured through family surveys that are shared during family events. For the 2019-20 program year, the survey questions were revised to better reflect the types of family events that are hosted or supported by the 21st CCLC in partnership with each school. Respondents indicate one of the following four responses to five questions, as noted in the table below.

Questions	Responses
1) I learned something new about my child's school.	- "Yes, I agree"
2) I learned how I can help my child be successful.	- "Maybe, I am not sure"
3) I feel more connected to my child's school (teachers, principal, afterschool staff, community partners, other families).	- "No, I do not agree"
4) I feel connected to my child's education.	- N/A
5) I would like to have this event to be given again next year.	

Respondents are also invited to respond to open-ended questions about what they liked about the event, what could be improved, and what topics they are interested in for future events. Site coordinators use this information for planning purposes.

The program collected 52 surveys at three events: Festival of Lights, Be Present: Attendance Matters, and a Community Potluck. This is an increase from 32 completed surveys in 2018-19. Results from the 2019-20 surveys are highlighted in the table below, and indicate that 85-100 percent of families indicated that they agree with each statement.

Survey question	Percent responding “Yes, I agree”
I learned something new about my child’s school.	85%
I learned how I can help my child be successful.	85%
I feel more connected to my child’s school (teachers, principal, afterschool staff, community partners, other families).	96%
I feel connected to my child’s education.	94%
I would like to have this event to be given again next year.	100%

VII. Discussion

The 2019-20 program year included a range of strengths and responses to significant challenges, including the COVID-19 pandemic.

Adaptability and Flexibility

Following the 2018-19 school year, Wildwood Elementary School was going to be demolished and rebuilt. As a result, the Summer program could not be held at school. Instead, the program worked with a local church, which donated their space to be used in the morning and late afternoon. The Summer Program became an “outdoor adventure” (in the words of the Site Coordinator) with daily field trips including to several parks around the Puget Sound region. As the Site Coordinator expressed, “Students were completely immersed in their surroundings, and they arrived home every evening exhausted most fell asleep on the bus ride home. Several parents commented that their children benefited from this unique experience and were grateful for the opportunity.”

As the school moved to a temporary space during the school year, the program had to also respond and adapt as finding adequate and consistent space was a challenge, particularly as Wildwood shares the cafeteria, playground, and gymnasium with another school. The various Wildwood programs, including the 21st CCLC, did their best to find space for their programs in the temporary building. The program was proactive about the needs of their students in an effort to manage these challenges.

The defining challenge of 2019-20 across both sites (and far beyond) is COVID-19 and school closures. Each site had to cancel in-person programming and multiple family events in Spring 2020. Students and families were stressed and disappointed about school and program closures. Once again, the program responded and adapted to be able to provide supports and virtual programming for students. At Wildwood, the Site Coordinator has built on her past

collaboration with the Family Liaison to address family needs. At Sunnycrest, the Site Coordinator supported students through care packages and creating videos focused on connection. Both programs have engaged in professional development in order to provide a virtual program and social emotional supports to students during this very challenging time. These efforts will continue to bear fruit as schools remain closed for in-person instruction and programming into the 2020-21 program year.

Social Emotional Supports

Both sites provide a wide range of social emotional supports for students:

- **Stability for students:** As the school year began at Wildwood, there were changes in all three building administrators in addition to the move to a new, temporary space as the school is rebuilt. Students were particularly eager for and appreciative of the 21st CCLC program as a source of stability and familiarity during an unpredictable time of transition. Both programs worked to connect with students throughout the spring for this same reason – to connect students with someone familiar during an unprecedented and unpredictable time of COVID-19.
- **Mentoring, leadership, and connections for students:** Each site has partnered with numerous programs to support their students. Wildwood has continued their partnership with the BROTHAS mentoring program for boys. Sunnycrest partnered with Girls on the Run for the first time this year. Each site also identified ways to support connections among students and staff within their program. Sunnycrest welcomed back all of their staff from 2018-19, which provided additional stability for students. Wildwood hired two new staff who are women of color, who have brought new energy and enthusiasm to the program and are serving as positive role models for students.
- **Activities and themes:** Sunnycrest had a weekly focus on social emotional lessons, and this year students increasingly were connecting to these patterns and processes. For example, they could remember at the end of the week what the lesson of the week had been, they talked more openly about what the topics meant to their lives, and they connected with the idea that the topics related to skills that they could learn.

Deeper Connections with the School

Both programs have deepened their relationship with the schools over their three years in operation. At Wildwood, the Site Coordinator worked with a family liaison and community partner to provide gift cards, snacks and art projects for students and toiletry bags for their families. This same partner had planned to host a community health fair at Wildwood, which was cancelled due to COVID-19. At Sunnycrest, the Site Coordinator has increasingly received requests for the 21st CCLC program to support other programs in the school, indicating that the 21st CCLC is increasingly seen as a resource to the broader school and community.

In addition to these overarching strengths and responses to challenges, there were many activities from 2019-20 that stand out as highlights, including many field trips around the region,

21st CCLC Local Evaluation 2019-20

Grantee: Puget Sound Educational Service District, Scholar Success, Cohort 14
Schools: Sunnycrest Elementary School and Wildwood Elementary School

Sunnycrest’s STEM Design Challenges, the best attended family event to date, and a Sunnycrest newsletter that included staff interviews and project reviews (where one student gave a cupcake baking project 100 out of 5 stars).

Progress on 2018-19 Recommendations and Grant Goals

Building from the work of 2018-19, the program implemented the recommendations put forward from last year’s evaluation report and identified priority areas to focus on in 2019-20. In particular:

- **Regular attendance:** The program set a goal in early fall to focus on increasing the percentage of students who regularly attend the program. Each program developed systems to support this goal. Sunnycrest adopted an incentive program where students keep track of their attendance through attendance boards and earn rewards for regular attendance. Wildwood developed a new structure for their program, where students could attend a 30-minute program before school in addition to the two-hour after-school program. The contributions of these efforts are evident in the attendance results for this year, which were not significantly impacted by the school closures in early March. The percent of students was steady at Sunnycrest and only slightly declined at Wildwood, where attendance is impacted both by school closures and the shortened Summer 2019 program.
- **Family Events:** A 2018-19 recommendation was to rethink family engagement activities and ways to assess the impact of these activities. The program revised the family event survey this year to better align with their support for schoolwide family events. The program also focused on collecting more completed surveys this year, and collected 52 surveys, compared to 32 in 2018-19. This increase likely would have been even larger had the year continued as planned, as several family events were canceled due to COVID-19.
- **Data Collection:** Another recommendation from 2018-19 was to refine data collection processes, as the program discontinued its use of E-Z Reports. This year, the program established a data sharing agreement with FWPS, which has facilitated the process of collecting data about student demographics and academics. Sunnycrest built on their past success of using a scanner system to track student attendance in EZ Reports, which has now been adapted into a system of scanning and tracking attendance in Excel.

VIII. Recommendations

As this program begins the 2020-21 program year amidst the COVID-19 pandemic, staff may consider the following recommendations:

21st CCLC Local Evaluation 2019-20

Grantee: Puget Sound Educational Service District, Scholar Success, Cohort 14
Schools: Sunnycrest Elementary School and Wildwood Elementary School

- **Understanding and measuring success:** There is an opportunity to revisit ways of knowing how the program is doing and measuring progress toward goals in light of COVID-19 and virtual programming. The program has made significant adjustments to what it does and how in this new environment, and there is an opportunity to think differently and creatively about how to understand the program's effectiveness in light of these changes.
- **Clarifying the focus of virtual programming:** COVID-19 and the shift to virtual programming also poses an opportunity to clarify the program's priorities for students. For example, the program has responded to the increasing social emotional needs during this stressful and unprecedented time. This is an opportunity to continue to rethink the program's priorities and the activities and supports aligned to those priorities. Similarly, this is a chance to consider how the program prioritizes among the stated grant goals. For example, with fewer students able to attend in a virtual format (compared to in-person), the program may refocus its efforts on retention or regular attendance (i.e., number of students regularly attending) more so than overall participation numbers (i.e., number of students served overall)

Each of these recommendations can help to support and inform planning (and logic model development) for the 2020-21 year.

Appendix: Student Demographics

Grade Level (No data indicates the student attended for less than 10 days)

Schools	K	1	2	3	4	5	No data	Total
Sunnycrest		2	20	17	17	23	10	89
Wildwood		6	8	25	23	16	3	81
Total		8	28	42	40	39	13	170

Gender (No data indicates the student attended for less than 10 days)

Schools	Female	Male	X	No data	Total
Sunnycrest	48	31		10	89
Wildwood	38	39	1	3	81
Total	86	70	1	13	170

Race/Ethnicity (No data indicates the student attended for less than 10 days)

Schools	2 or More Races	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	White	No data	Total
Sunnycrest	6		8	17	38		10	10	89
Wildwood	6		12	16	36	2	6	3	81
Total	12		20	33	74	2	16	13	170