

Table of Contents

Part I. Overview and History of Our Program	3
Program Overview:	3
Program Goals/Objectives:	3
History and Local Context:	4
Changes in Grant:	4
Evaluation Methodology:	5
Part II. What are the Characteristics of Our Students and Program?	5
II.A. Students Served	5
Recruitment of Students	5
Student Retention Strategies	6
Student Enrollment and Demographics	6
Summary of Student Characteristics	11
II.B. Program Activities	12
Student Activities	12
Family Engagement	18
Summary of Program Offerings	19
II.C. Program Operations	22
Staffing	23
Staff Funding and Turnover	24
Staff Training	25
Summary of Staffing	26
II.D. Partnerships	27
II.E. Sustainability	30
II.F. Program Quality	31
Strengths:	34
Areas for Improvement:	34
Priority Areas and Action Planning:	35
Part III. To What Extent are We Meeting 21 st CCLC Grant Objectives?	36
A 21 st CCLC Student's Story	36
III.A. Oregon Statewide Performance Goals / Objectives / Indicators	37
Additional Survey Results	45
III.B. Local Objectives and Indicators	46
Strengths:	47
Areas for Improvement:	47
Priority Areas and Action Planning:	47
Part IV. Conclusion and Dissemination of Evaluation Findings	48
Summary Narrative	48
Recommendations and Lessons Learned	48
Dissemination of Evaluation	48

Part I. Overview and History of Our Program

In order to “support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools”¹ the U.S. Department of Education developed the 21st Century Community Learning Centers Grant Program (21st CCLC). The program is largely focused on providing enrichment activities outside of school hours that help students meet state and local standards in core academic subjects. In addition, the 21st CCLC grant supports other educational services, including literacy, to the families of participating children.

PROGRAM OVERVIEW:

In partnership with Metropolitan Family Service (MFS), Portland Community Church, and McKay Parent Teacher Club (McKPTC), Beaverton School District (BSD) will bring 21st Century Community Learning Centers (21CCLC) to McKay Elementary and Greenway Elementary, high-poverty Title I schools in which the majority of students are of color. For 18 years, MFS has provided effective, culturally responsive afterschool/summer programs in Oregon districts; this will be BSD's first opportunity to give our students access to an MFS Community School. Funds will be used to: 1) implement afterschool reading, math, and science programs, including mentoring and tutoring, aligned to school day curriculum and state/national standards; 2) provide afterschool and summer enrichment activities (STEAM, robotics, music, sports, health/nutrition); 3) hire a bilingual Family Resources Coordinator to support families in navigating education, health, and other human service systems to access support/resources; 4) provide Social-Emotional Learning (SEL) and trauma-informed services; 5) coordinate with school staff to ensure students/families receive wraparound behavioral/mental health support; 6) engage 5th graders in Middle School success programs; 7) provide Early Kindergarten Transition (EKT) programming; 8) deliver culturally responsive family engagement and family education, including financial literacy. Each year we will serve a total of 150 students; we expect 100 adult family members of students to participate as well. The interventions, strategies, and activities we are proposing meet ESSA evidence-based requirements; moreover, we plan to exceed this requirement by building the state/national evidence base, which remains somewhat limited regarding Community Schools.

PROGRAM GOALS/OBJECTIVES:

Through academic and enrichment opportunities, social emotional learning (SEL) theories and meaningful opportunities for families to engage with the school/district; we are striving to support and prepare children and families as they enter and progress across grades in three main areas:

- Strong Start- We will provide opportunities for families to be meaningfully engaged as early as possible and bring cultural responsiveness, community building, connecting families to a larger community and support enrollment into pre-K and Kindergarten readiness programs. Families will also be supported with resource navigations to reduce stress in the home and create a healthy learning environment.
- Transition Successfully- We will support Middle School success planning, school visits, and workshops for 5th graders to participate in. The program will collaborate with the school staff in both Middle and Elementary levels. Social Emotional Learning will be incorporated to help the students themselves reduce stress and anxiety of transition.

- Graduate College and Career Ready- A welcoming and culturally responsive afterschool services will be aligned to school day academics and focus on students improving or showing growth in science, reading and math indicators. STEM and SEL Curriculum will be used as well as a CTE pathways to reinforce reading and critical thinking skills.

HISTORY AND LOCAL CONTEXT:

Beaverton School District (BSD), situated in eastern Washington County, is the 3rd largest district in Oregon. The District includes 53 schools and serves over 40,000 students. Target population: Culturally diverse students and families, students and families in poverty (including those experiencing homelessness), elementary students not meeting reading or math benchmarks, and English Learner students and families. Community risk factors: In an era of rapid population growth, BSD struggles to meet the needs of residents in "hot spots" of poverty, particularly because Beaverton is perceived as fairly prosperous overall. The burden of poverty is disproportionately shouldered by families with children, people of color, people with disabilities, and adults with less than a high school education; even households in Washington County with incomes well above official poverty lines struggle to afford basic needs and thus experience conditions of poverty (Community Action, 2017: Washington County Issues of Poverty). Communities of color in Beaverton are growing six times as quickly as the white population. Latinos and Asian & Pacific Islanders each represent close to one-sixth of the current total population; by 2020, nearly 1 in 4 residents will be Latino (City of Beaverton Diversity, Equity, and Inclusion Plan 2014). In the past decade, BSD's minority student population has more than tripled from less than 16% to 54% of all students. Approximately 5400 BSD students are designated as English learners (EL), and many families are recently arrived English learners (RAELs) who must negotiate significant cultural differences in regard to school involvement and educational attainment. McKay and Greenway Elementary, the schools to receive services, are both high-poverty Title I schools serving diverse populations. Staff currently struggle to meet the needs of students in poverty and of our increasingly diverse population. Both schools report challenges with students who are hungry and lacking basic needs; families are experiencing hardships such as homelessness, incarceration, and hunger.

MFS has been a 21CCLC provider since 2006, effectively serving children, families, and schools in 4 districts in neighboring counties, and a SUN Community School provider for Multnomah County since 1999; this grant will provide Beaverton children, families, and schools with the opportunity to benefit from MFS's experience and expertise.

CHANGES IN GRANT AND IMPACT OF COVID-RELATED SCHOOL CLOSURES:

Prior to COVID related school closures in March 2020, our program operated as planned in our grant application. We held Summer, Fall, and Winter sessions on site. We served an average of 75 students at each site and held the CAFE program 4 days a week, 2.5 hours per day for 9-10 weeks per session during the school year. The summer session was 5 days a week, 4 hours a day, for 4 weeks, including a Kinder Academy for parents and incoming Kindergarten students.

When schools were closed due to COVID, we needed to figure out a different way to engage and support our students and community. We were not able to continue holding in person after school activities. Everything needed to be done virtually, but we did not yet have a virtual platform established as of Spring 2020. We created a "Check-in Calls" spreadsheet that tracked families' needs, as we wanted to create

programming that would respond to community need. We asked a variety of questions about educational needs, mental health needs, tech needs, and food or clothing needs; also letting each family know that although we weren't at the school, we were still there for them. We called all current and past CAFE families. After finding out the families' chief concerns, we used that information to create meaningful opportunities for student engagement for with Spring Session: CAFE kits. These were at-home student kits designed to be done with zero technology and little or no parent involvement. Each kit included materials needed for all activities, a calendar of themed activities, with an SEL focused curriculum.

EVALUATION METHODOLOGY:

The purpose of this evaluation is to: 1) document who we are serving and how we are implementing our 21st CCLC program (process evaluation) and, 2) determine the overall effectiveness of programming in meeting goals and objectives, identify strengths and weaknesses, and provide recommendations to improve program planning and implementation (outcome evaluation) as part of our continuous quality improvement process.

The present evaluation draws on data collected during the 2018-19 grant year. This includes, Federal Annual Performance Report (APR) required data (e.g., program attendance, activities, staffing, partners), surveys administered to caregivers, students, teachers, school and program administrators, and program staff, and other Oregon Department of Education supplied data. To supplement the quantitative findings based on the aforementioned Federal- and state-required data requirements, and shed light onto how we implemented out-of-school programming, additional local data is shared throughout the report.

Of note, as a result of COVID-related school closures that occurred in Spring 2020 statewide, survey data was challenging to obtain, especially among students and caregivers. Participation rates also generally decreased in Spring statewide. Moreover, changes were made to the vast majority of outcomes; these changes are noted in the outcome results section. Therefore, comparisons of outcomes over time should be done with caution. Nevertheless, when available, historical data is shared.

Part II. What are the Characteristics of Our Students and Program?

This section provides descriptions of our program and is our “process evaluation” section. It describes who we served, what activities were offered, staffing, and our partners.

II.A. STUDENTS SERVED



Recruitment of Students

Greenway and McKay start with open enrollment, but priority for participation is based on referrals from the principal, the counselor, and/or the student success coach. Teachers at both schools identify high priority students (e.g., need a safe place after school, need academic support) who would benefit from participating in the CAFE program.

Student Retention Strategies

1. Giving the school year calendar to parents at the start of the school year helps them plan accordingly for the program and sign up for multiple sessions. We advertise fun classes and events to keep interest high throughout the year.
2. We keep running logs of student attendance and contact parents when students are not attending regularly. We speak with the student to ask how they are doing and to see if we can identify any needs that we can assist with.
3. We give the opportunity to the student to voice what classes they enjoy/liked and dislike by filling out a CAFE survey.
4. During the program, we encourage students to work hard on their CAFE projects which will be displayed in the CAFE Showcase where parents are invited to come and see what they have done.
5. We reward students with a Perfect Attendance certificate every month.

Student Enrollment and Demographics

There are two classifications of student attendee data.¹ The first classification counts all students who attend a Center. The second classification represents a subset of all students; it considers a student to be a “Regular Student” when the student attends a Center for 30 days or more during a reporting period (which for most grantees is typically June/July through May/June of the next year).

ATTENDANCE BY DAYS ATTENDED

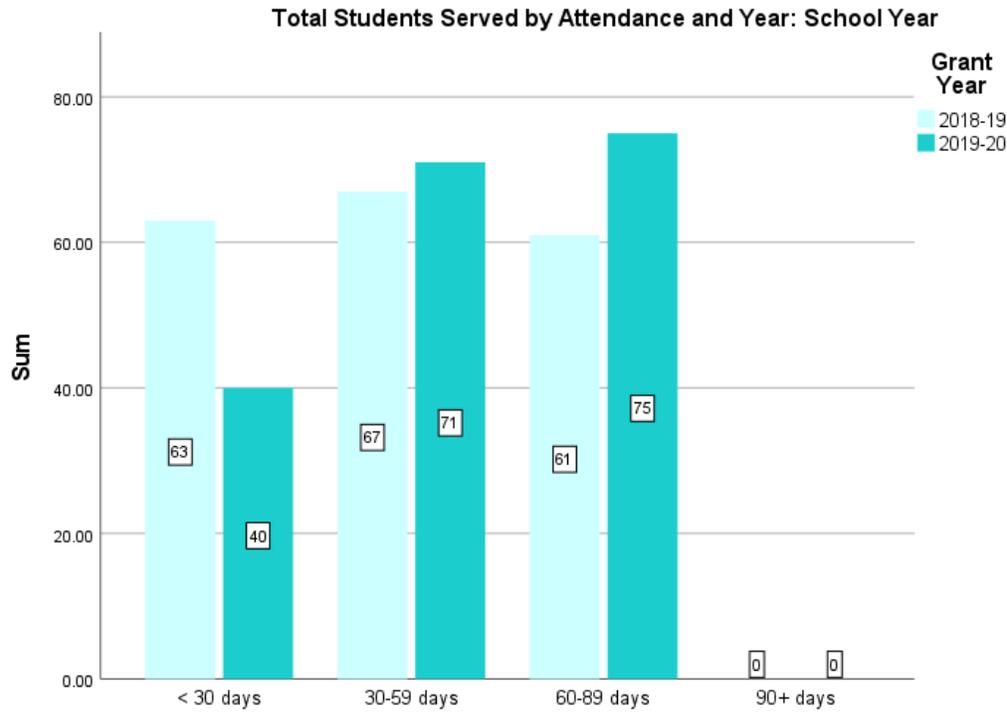
	Summer 2019	Fall 2019	Spring 2020	Fall-Spring 2019-20 School Year
a) Number of students attending less than 30 days	130	58	86	40
b) Number of students attending 30-59 days*	0	97	88	71
c) Number of students attending 60-89 days*	0	0	0	75
d) Number of students attending 90+ days*	0	0	0	0
Total Attendees**	130	155	174	186

*Regular Attendees have attended the program for 30 or more days.

**Total may not add to sum of categories a-d due to missing data.

78% of our students have attended our program
30 or more days during the school year.

¹ Attendance totals represent the sum of unduplicated student and regular attendees reported by individual Centers; however, students may have attended more than one Center during the reporting period.



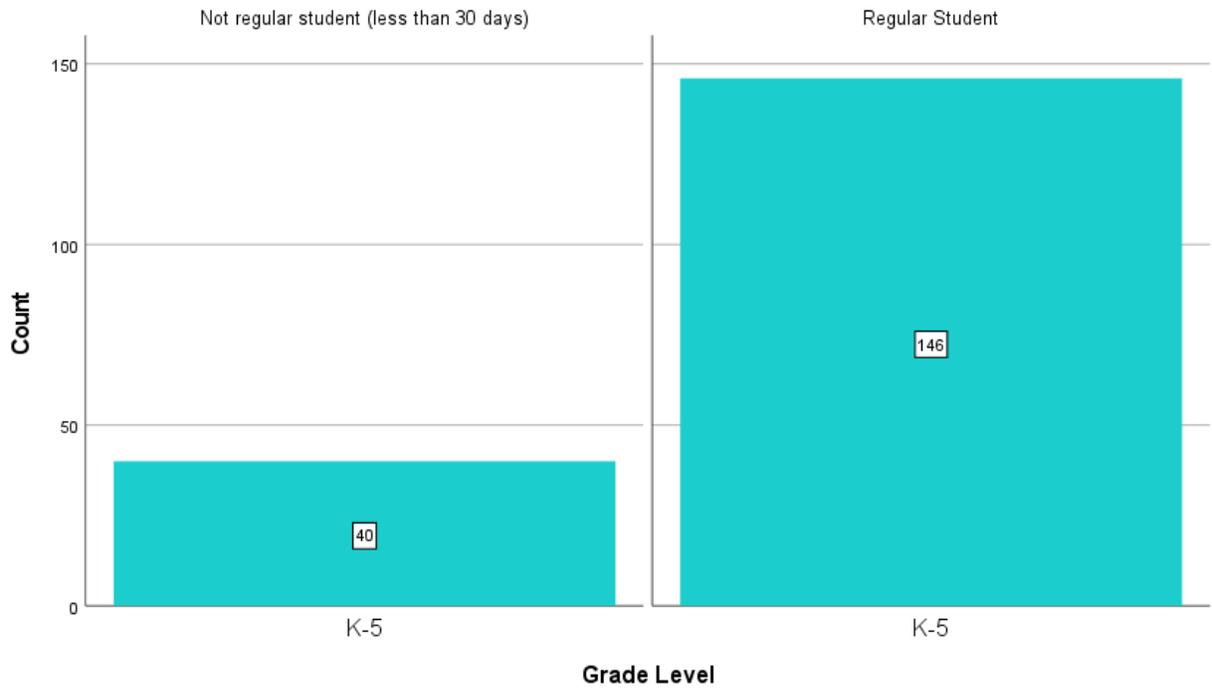
ATTENDANCE BY GRADE LEVEL

Type	Timing	Grade in School														
		PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Unk
Summer	Not regular	0	45	32	12	21	18	1	0	0	0	0	0	0	0	0
	Regular*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	45	32	12	21	18	1	0	0	0	0	0	0	0	0
Fall	Not regular	0	2	11	6	14	19	6	0	0	0	0	0	0	0	0
	Regular*	0	7	23	19	18	19	11	0	0	0	0	0	0	0	0
	Total	0	9	34	25	32	38	17	0	0	0	0	0	0	0	0
Spring	Not regular	0	9	17	12	16	24	8	0	0	0	0	0	0	0	0
	Regular*	0	2	18	18	19	21	10	0	0	0	0	0	0	0	0
	Total	0	11	35	30	35	45	18	0	0	0	0	0	0	0	0

*Regular Attendees have attended the program for 30 or more days.

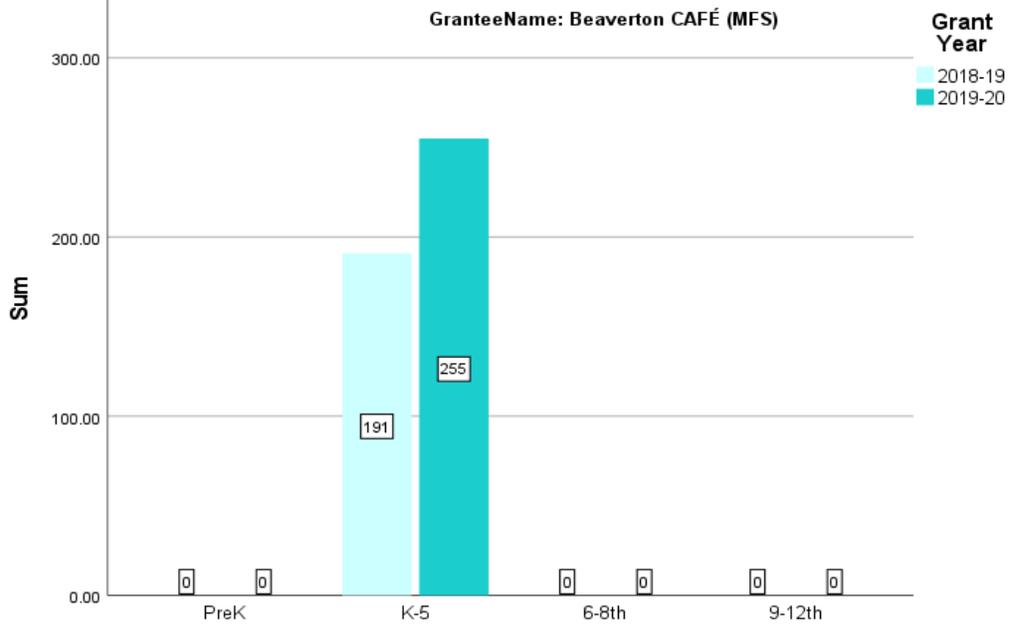
**Counts reflect student status at each term (e.g. a non-regular student in Fall may become a regular student in Spring.)

Total Students during School Year by Grade Level Span and Regular Student



*Counts reflect unduplicated total students that were non-regular or regular at the end of the school year.

Total Students Served by Grade Range and Year



*Counts reflect total unduplicated counts across all terms.

STUDENTS SERVED VERSUS PROPOSED (2019-20 TARGETS) NUMBER OF STUDENTS TO BE SERVED

Total Students			Regular Students		
Total Served*	Target #	Percent of Target Served	Regular Students Served (30+ days)	Target # of Regular Students	Percent of Target Served (Reg.)
255	150	170.00	146	113	129.78

*This is total unduplicated counts and includes all terms.

 **Observation:**

78% of students attended the program for more than 30 days, an increase of 11 percentage points from last year. Students in the lower grades were more likely to be regular attenders during fall term when programming was on-site. We exceeded our improvement target of 75%.

We had a lower percentage of “not regular” attendees this year. We also had an increase in total number of students served, showing not only an increase in participation but also a higher level of commitment/engagement in the program.

 **Interpretation:**

Our program exceeded our proposed number of students to be served by 100 students, serving 255 students in total. In addition to growing in size, our program also grew in terms of engagement, decreasing our total number of “not regular” attendees (students who’ve attended less than 30 days) from 63 the previous year to 40 this year.

We attribute this improvement in both enrollment and retention to a growing familiarity and trust of our program among students, teachers, and the community at large. We also made efforts to remove all barriers to attending our program. In our previous evaluation report, we had identified uncertainty in program session dates as a possible barrier, as well as early dismissal times in the summer for Greenway parents. To address these identified barriers, this year we shared a yearlong CAFE calendar at the start of the school year. We also researched safe walking protocols and implemented a walking school bus for the Greenway summer program. This allowed students to attend the program who, without a safe system for walking home, would not have been able to attend.

We had good communication with the parents at each school. At the beginning of each program, we had Open Houses where we discussed the importance of each student's attendance. We asked parents to let us know when the student will NOT be in the program, to ensure high participation. Some barriers parents have mentioned for not engaging in the CAFE program is that the end of the program (5:30 PM) does not work with their work schedule. Many parents expressed that their work dismissal time does not give them enough time to arrive to pick up their students. Others have expressed a need for 5 days a week of program.

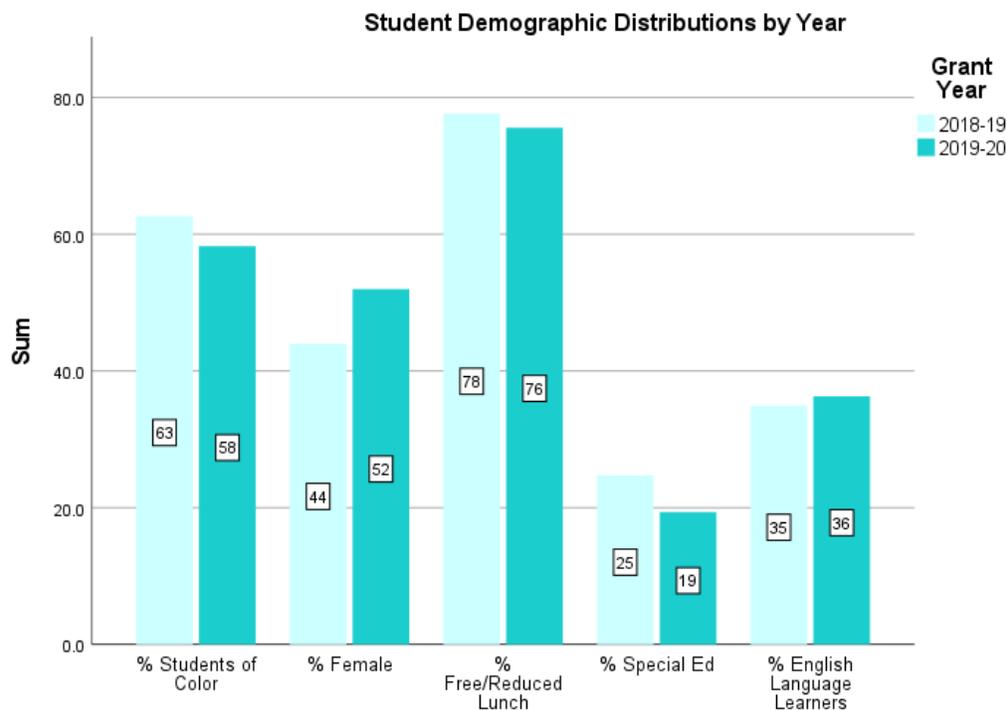
TOTAL ATTENDANCE BY DEMOGRAPHICS AND CENTERS: SCHOOL YEAR

	Attendees		Race/Ethnicity													
	Total Served	Regular Student*	White		Black or African American		Hispanic		Asian		Alaskan or Pacific Islander		Multiracial		Unknown	
	N	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Greenway Elementary	98	81	34	35%	5	5%	56	57%	0	0%	0	0%	0	0%	3	3%
McKay Elementary	88	65	40	45%	3	3%	34	39%	5	6%	1	1%	0	0%	4	5%
Total	186	146	74	40%	8	4%	90	48%	5	3%	1	1%	0	0%	7	4%

*Regular Attendees have attended the program for 30 or more days.

	Gender				English Language Learners				Free/Reduced Lunch Eligible				Special Education			
	Male		Not ELL		Not LEP		LEP		Not FRL		FRL		Not SpecEd		SpecEd	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Greenway Elementary	47	48%	51	52%	57	59%	39	41%	14	15%	77	85%	83	86%	13	14%
McKay Elementary	41	47%	46	53%	50	57%	38	43%	28	33%	58	67%	64	73%	24	27%
Total	88	48%	97	52%	107	58%	77	42%	42	24%	135	76%	147	80%	37	20%

*Counts exclude missing data (students marked as "Unknown" or otherwise data left empty).



*Percents reflect unduplicated total students across ALL terms.

SUMMARY OF STUDENT CHARACTERISTICS

76% of CAFE students are from low-income households and 58% are students of color.

Observation:

60% of Greenway and McKay students are from low-income households and 53% are students of color. 76% of Greenway and McKay CAFÉ students are from low-income households and 58% are students of color. Our program serves a higher percentage of students in these categories than the general population.

Interpretation:

We continue to be very successful in recruiting and serving the students and families most in need. This data shows that our collaboration with the school teachers, counselors, student specialists and principals is highly effective. We will continue to use these systems for identification of students, recruitment and enrollment in future programming.

II.B. PROGRAM ACTIVITIES

Student Activities

The 21st CCLC grant aims to provide “opportunities for academic enrichment to help students meet State and local student performance standards in core academic subjects including reading/language arts, math and science” and “a broad array of programming to promote positive youth development, and to reinforce and complement the regular academic program of participating students.”



Activities our program offers.

The activities offered ran weekly for about an hour and focused on:

- Art and Music
- Homework Help
- Literacy
- Mentoring
- Physical Activity
- STEM
- Youth Leadership

Multiple factors influence activities and classes offered:

- We meet with school staff to align CAFÉ programming with grade level curriculum and school goals
- Some classes are based on interest (by asking students and families what they’d like to see.)
- Some classes are offered because we were able to find a partner that offers quality curriculum that fits the needs of our school and students. (example: girls inc club and crazy 8s math)

Student voice is captured and reflected in programming:

- We conducted informal surveys at Greenway (at school events like back to school night or open house) to see what students are interested in. At McKay, students are given a survey at the end of the program session to capture their voice and feedback on classes offered in preparation for the next term.
- Once students are registered for the upcoming session, we send a list of available classes to them where they can rank priority classes based on interest or need.
- Staff are also taking feedback during the activities and classes from students to inform upcoming activity offerings within that class.

CATEGORIES OF STUDENT SERVICES / ACTIVITIES PROVIDED: **GREENWAY ELEM**

Student Activity or Service Category	School Year 2019-20				
	Number of Activities within Category		Average # of Students Served per Day (within all activities)*	Typical Frequency of Activities (Mode)	Average amount of time (hours) per activity
	Fall	Spring			
Arts & Music	5	8	14	Weekly	1
College & Career Readiness					
Community/Service Learning					
Counseling Programs					
Drug Prevention					
English Language Learners Support					
Entrepreneurship					
Homework Help	1		16	Weekly	1
Literacy	4	13	19	Weekly	1
Mentoring	1	2	13	Weekly	1
Physical Activity	2	4	14	Weekly	1
STEM	6	10	13	Weekly	1
Truancy Prevention					
Tutoring					
Violence Prevention					
Youth Leadership	1		11	Weekly	2
Total	20	37	15		1

Daily (1) = 4-7 times per week; Weekly (2) = 1-3 times per week; Monthly (3) = 1-3 times per month; Once per Term (4)

CATEGORIES OF STUDENT SERVICES / ACTIVITIES PROVIDED: **MCKAY ELEM**

Student Activity or Service Category	School Year 2019-20				
	Number of Activities within Category		Average # of Students Served per Day (within all activities)*	Typical Frequency of Activities (Mode)	Average amount of time (hours) per activity
	Fall	Spring			
Arts & Music	5	8	16	Weekly	1
College & Career Readiness					
Community/Service Learning					
Counseling Programs					
Drug Prevention					
English Language Learners Support					
Entrepreneurship					
Homework Help		2	12	Weekly	1

Literacy	8	14	16	Weekly	1
Mentoring	4	1	12	Weekly	1
Physical Activity	8	11	13	Weekly	1
STEM	9	13	14	Weekly	1
Truancy Prevention					
Tutoring					
Violence Prevention					
Youth Leadership					
Total	34	49	14		1

Daily (1) = 4-7 times per week; Weekly (2) = 1-3 times per week; Monthly (3) = 1-3 times per month; Once per Term (4)

Activities in Fall 2019 and Spring 2020

In Spring 2020, as a result of the COVID-19 pandemic, schools closed across Oregon. This impacted our ability to offer in-person support/activities. The following table shows all the activities we offered in Fall 2019 and Spring 2020 (both before and after the emergency school closures). Changes in program operations are noted in the Section II.C - Program Operations.

Meeting the needs of students and their families during the COVID-related school closure

After the school closures in March 2020, we worked remotely from our homes, but closely with teachers to support students and families with the then new virtual learning. We called each family in the school to make sure the students had a device at home and knew how to log in to each application. Some families needed extra support due to language or technological barriers, so we conducted home porch visits to help walk them through this process and make sure their children were connected and able to attend virtual learning. After assessing community need, the CAFE Team created CARE Kits. Students who had been registered before COVID shutdowns were the recipients of the kits. CARE Kits had a SEL curriculum, involved little or no technology and were created as a direct response to the feedback we received on our check in calls with families.

We also used this time to participate in many virtual training sessions to get as much information/resources from our county to bring to the school and our community. The partnership and trust between the McKay school staff and the MFS CAFE team was strengthened through this crisis. We created a spreadsheet to help us identify those families with a higher need and keep track of the support we gave them. The McKay MFS CAFE Team also supported the school every Wednesday during their drive-through kit pickup and with the food backpack program, building a stronger community relationship. Greenway was able to support the school lunch distribution to learn and align future CAFE distributions with their procedures. The Family Resource Coordinator was able to support the Greenway Food Pantry with delivery of food boxes and drive thru distributions.

CATEGORIES OF STUDENT SERVICES / ACTIVITIES PROVIDED

Center	Activity Name	Typical # of Students Served per Day		Did activity occur after emergency school closure? (Spring only)		
		Fall 2019	Spring 2020	No	Yes	Unknown
Greenway	AC Portland Soccer 1-2	13		0	0	0
	AC Portland Soccer 3-5	15		0	0	0
	Always Write 1		14	1	0	0
	Always Write 2		13	1	0	0
	Art 1-2	13	15	1	0	0
	Art 3-5	13	16	1	0	0
	Bookworm Buddies		16	1	0	0
	Boot Camp 3-5 (T)		12	1	0	0
	Builders 1-2 (Th)		15	1	0	0
	Builders 3-5 (M)		12	1	0	0
	CAFE Cares Kit		90	0	1	0
	Cartoons and Comics 3-5 (W)		14	1	0	0
	Chess and Board Games		15	1	0	0
	Community CAFE	11		0	0	0
	Crazy 8s Math 1	13	15	1	0	0
	Crazy 8s Math 3	11	12	1	0	0
	Crazy 8s Math 4		15	1	0	0
	Creation Station	15		0	0	0
	Creation Station 3-5	11	13	1	0	0
	Creative Writing 1		15	1	0	0
	Creative Writing 2		15	1	0	0
	Dance	16		0	0	0
	Drama	11		0	0	0
	Earth Science 1		12	1	0	0
	Earth Science 2		14	1	0	0
	Geology Rocks		15	1	0	0
	Girls Inc	16	13	1	0	0
	Homework Help	16		0	0	0
	Mini Sports 1-2 (W)		15	1	0	0
	Mini Sports 3-5 (M)		14	1	0	0
	Nature and Art	16		0	0	0
	Pen Pals with Ms. Emma		10	0	1	0
	Portland Junior Scientists	13	14	1	0	0
	Reading 1-2	13		0	0	0
	Reading 3-5	15		0	0	0
	Reading Rules 1		14	1	0	0
	Reading Rules 2		15	1	0	0
	Reading Rules 3		15	1	0	0
	Reading Rules 4		14	1	0	0

Center	Activity Name	Typical # of Students Served per Day		Did activity occur after emergency school closure? (Spring only)		
		Fall 2019	Spring 2020	No	Yes	Unknown
	Science Lab	15		0	0	0
	Sculpt and Sing 1-2 (M/W)		15	1	0	0
	Short Stories	11		0	0	0
	Spelling Bee	16		0	0	0
	Work it Out! 1-2 (T)		15	1	0	0
McKay Elem	Aikido 1-2		17	2	0	0
	Aikido 2-3	16		0	0	0
	Aikido 4-5	15	7	2	0	0
	American Sign Language (2-3)		8	1	0	0
	Art & Painting 1-2	10	11	1	0	0
	Art Connections (1-2)		9	1	0	0
	Art Kit		42	0	1	0
	Arts and Crafts 1-2	12	9	1	0	0
	Basketball (1-3)		15	1	0	0
	Basketball (4-5)		12	1	0	0
	Board Game Kit		73	0	1	0
	Board Games (2-3)	14	10	1	0	0
	Board Games 1-2	10		0	0	0
	Board Games 4-5	12		0	0	0
	Building (4-5)		12	1	0	0
	Collage 1-2	8		0	0	0
	Collage 4-5	13		0	0	0
	Countdown Math 1-2	10		0	0	0
	Espanol 1		9	1	0	0
	Foodie Club		9	1	0	0
	Foodie Club 4-5		11	1	0	0
	Friendship and Community 2-3	13		0	0	0
	Friendship and Community 4-5	13		0	0	0
	Geographhy and History 1,2,3		11	1	0	0
	Girls Inc 4-5	11	13	1	0	0
	Gym Station 2-3	14		0	0	0
	Gym Stations 1-2	10		0	0	0
	Homework Club (4-5)		12	2	0	0
	Maker Space Kit		42	0	1	0
	Math Club 4-5	12		0	0	0
	Math Games 2-3	14		0	0	0
	Portland Junior Science (4-5)	10	16	1	0	0
	Reading Adventures 1-2	10		0	0	0
Reading Kit		73	0	1	0	
Science 101 (1,2,3)		17	1	0	0	

Center	Activity Name	Typical # of Students Served per Day		Did activity occur after emergency school closure? (Spring only)		
		Fall 2019	Spring 2020	No	Yes	Unknown
	Short Stories 1-2	11		0	0	0
	Sight Words 1-2	10		0	0	0
	Smart Reading 1-2	10		0	0	0
	Soccer 4-5 (Tues)	12		0	0	0
	Soccer/Basketball (1-3)	11	14	1	0	0
	Spelling BEE 1-2		9	2	0	0
	Spelling Bee 2-3	16		0	0	0
	Sports Kit		31	0	1	0
	STEM	29	73	0	1	0
	Sum Games	8		0	0	0
	Tech Club	8	11	1	0	0
	The World of Colors		15	1	0	0
	Typing Club		9	1	0	0
	Virtual Aikido		5	0	1	0
	Water Color	11	14	1	0	0
	What Can We Create together 4-5		14	1	0	0
	Writers Workshop (1-3)		14	1	0	0
	Zoology 101 (1-2)		7	1	0	0
	Zoology 101 (2-3)		9	1	0	0
	Zoology 101 (4-5)		13	1	0	0
	Zumba for kids 1-2	9		0	0	0
	Zumba for Kids 2-3	16		0	0	0

Family Engagement

Another major goal of the 21st CCLC grant is to “provide families of students served by the centers with opportunities for active and meaningful engagement in their children’s education, including literacy and related educational development.”

Activities offered to families.

In year two, we continued to build our relationships with students, parents, school administration staff and PTO. We had multiple CAFE family orientations and family showcase events. We also provided workshops to promote literacy, social emotional, financial support, Language learning, and even preparing for school with incoming Kindergarten families. Partnerships were crucial, the partnerships with Beaverton Library, the School Psychologists, the MFS Economic Empowerment Team and LifeWorks brought high quality content and information to the attendees.

We encouraged parents to engage with the CAFE program by also offering the opportunity for parents to teach a class based on their skill or interest. We advertised the CAFE offerings and the opportunities parents could gain with the program during school events, CAFE showcases and school newsletters. Family Engagement offerings decisions were based on CAFE surveys given to the families, which included intentional questions on preferred time of day for adult workshops or family events.

During the 2019-20 grant year, approximately 7-156 of our youths’ family members participated in 21st CCLC programming *during each term* across all sites.

# of Family Members Participating in 21st CCLC Funded Activity					
Center	Grade Span	Summer	Fall	Spring	SY Total*
Greenway Elementary	PreK-5	7	35	156	191
McKay Elementary	PreK-5	13	9	90	99

*This may be duplicated as family members may have participated in multiple activities (counts are collected by term).

FAMILY ENGAGEMENT EVENTS 2019-20

Center Name	Term	Activity Category	Activity Name	Average Frequency (across all sessions)	Avg. Hours / Day Conducted	Avg. # of Participants
Greenway	Fall	Supporting their youth in academics	Reading Parent Night	Once per term	2	35
			School Attendance Parent Night	Once per term	2	11
	Spring	Parenting or family management	Family Kit	Weekly (1-3 times per week)	2	67
			Tax Preparation	Once per term	2	4
		Supporting their youth in academics	Family Check In	Weekly (1-3 times per week)	1	10
Summer	Supporting their youth in academics	Parent EKT	Weekly (1-3 times per week)	1	7	
McKay Elem	Fall	Career or job training for adults	Parent English Class	Weekly (1-3 times per week)	2	4
		Supporting their youth in academics	Reading Parent Night	Once per term	2	12

Center Name	Term	Activity Category	Activity Name	Average Frequency (across all sessions)	Avg. Hours / Day Conducted	Avg. # of Participants
			School Attendance Parent Night	Once per term	2	10
	Spring	Career or job training for adults	Adult English Class	Weekly (1-3 times per week)	2	6
Economic Resource Navigation			Once per term	1	1	
Parenting or family management		Food Delivery	Weekly (1-3 times per week)	1	25	
	Friday Food Backpack	Weekly (1-3 times per week)	1	27		
	Parent Kit	Once per term	1	31		
Summer	Supporting their youth in academics	Parent EKT	Weekly (1-3 times per week)	1	13	

SUMMARY OF PROGRAM OFFERINGS

The highest attended parent/family event was the COVID Family Kits in Spring 2020. The participation in this offering doubled the in person family offerings of the school year.

Observation:

Although we had a small gap in the spring with no in person or virtual offerings, due to the immediate shutdown, when we did create responsive opportunities engagement was high. In a global pandemic, our parent/family engagement was at its highest.

Interpretation:

When the schools closed, we reached out to families via phone calls to ask how they were doing and feeling. We heard struggles on dealing with being a parent and now teacher, high stress levels for both students and parents, and economic hardships in their homes. That information gathering and compassion helped us create responsive youth and family engagement opportunities. We believe that had a direct correlation with the high participation rates. We have always known that community voice is important. We have always understood that choice will increase interest levels and therefore participation rates, but this was something different. Parents were not just checking boxes, they were getting checked in with. Often we read survey feedback and use that data to inform the next session or year. But rarely do parents know that happens. Parents don't see when or how feedback is used. But in the spring of 2020 they were given time and compassionately interviewed, not surveyed. They were given the power to choose what is right for their family in a way that came with support and understanding, not a one size fits all model. It was clear to families when the youth and family offerings of the Spring 2020 session did come out, they had been heard and the CAFE program was doing their best to respond. These levels of information gathering, layering of choice and transparency of data driven

program planning are strategies that can be carried into year three and could bring higher levels of participation overall.

The school closures at the start of the Covid-19 pandemic in March 2020 completely stopped our usual operations. We weren't able to support students with academic and enrichment opportunities after school, we weren't able to connect with teachers easily to talk about student progression, we weren't able to hold in-person parent workshops, and we no longer had the opportunity to see and speak with our parents every day when they came to pick up their children.

This was a difficult time for us. We knew we had great relationships with our students and families, we knew they valued the support our program provided, and we knew we missed them! But although we knew we wanted to continue to support them, we didn't know what kind of support they needed at the moment or how exactly we would do it. As staff, we were removed from the school and working from home, trying to make sense of the changes in our world and the uncertainty of the immediate future, and see where we could fit in.

This is when our service for families deepened, shifting our main focus of support from primarily the student to supporting the parent and whole family. This felt like a natural progression for our team. Prior to the school closures in March 2020, we had already been supporting parents and the whole family via parent workshops and enrichment opportunities for the whole family in addition to our primary focus of student academic and enrichment support. Thanks to that, we already had a good relationship with many parents in the community and had established their trust as an organization who was competent and caring.

We drafted a plan to begin parent and family outreach in April 2020. Our main objective when calling families was to let them know that we cared about them and missed them, and that although we (like the rest of the world) weren't sure what our work looked like right now, we were there for them! Following that main objective, we created check in topics to gather whatever information parents were willing to share with us on the topics of: student health (mental and physical), family health (mental and physical), education or technological need, resource need, and job status for the family. Parent participation in this outreach was not required of course, and families were suddenly thrown into high stress situations with very different schedules, so we weren't sure how effective this outreach would be.

We started calling every parent currently at the school who'd ever had their child in our CAFE program. We called parents, speaking with some for 10 minutes and some for nearly 2 hours, depending on the need of that parent and how much they wanted to share. We were pleased by the high level of participation, reaching nearly all of our families, but these phone calls were probably the hardest part of our job since beginning this work. On the one hand, we were deeply proud of the connection we had with our families and by how many wanted to speak with us and what they shared. On the other hand, we were hearing such serious and immediate needs from families that were outside of our scope of work. It felt very overwhelming and sad to listen to all of these problems without being able to do anything about it immediately.

The information we gathered was powerful. We received so much valuable information just by asking "How are you?" We learned about technology and education needs and quickly shared that information with the school, taking the extra step at McKay by going to parents' front porch to help them set up wifi hotspots and log into the BSD platform, removing many barriers to the new virtual learning system. We

learned about feelings of anxiety in both students and parents, leading us to research and connect parents with coping techniques such as “leaf breathing.” We learned about parents economic concerns and job insecurity- some had lost their job or were told to stay home without pay, and many had essential jobs which forced them to work outside the home, leading to issues with childcare since children were expected to learn from home, and putting parents on the front line, exposing them to the potential spread of covid-19 and the psychological stress of contracting the virus at work and bringing it back home to their children and family. We marked the parents who were in immediate need of resources and tried to connect them with resources available in the community, and as an agency we attended workshops to learn about protections that our families should be guaranteed in terms of working conditions and eviction protections. We learned about students who were struggling emotionally and mentally, losing the motivation they had for school. We even learned about some students who often struggled during in person schooling, but were thriving in their new virtual environment. We heard from parents who were so worried about the ability to feed and take care of their family. We heard from parents who were so worried that they were “failing” their children because despite trying their best with virtual learning, they just couldn’t seem to keep up. Parents were feeling a lot of stress from the new “teacher role” they were expected to fill during at-home virtual learning; it was hard for them to balance with the responsibilities they already had as a parent, made worse by conditions of the pandemic. We heard from parents and students who were frustrated with screen time and were having a hard time focusing and connecting via Zoom. We heard from so many parents who just felt alone and disconnected and were worried about the future.

We then took all of this information and thought about how we would be able to support our students and stay connected to our families. We aimed to create a student offering with families' new needs in mind, while still supporting students academically, providing enrichment opportunities, and strengthening their emotional skills. We wanted to create something that was hands on, didn’t use any technology, and required little or no parent involvement. We created “CAFE Cares Kits” which included a month-long calendar of SEL themed activities for students to do at home and all materials needed for those activities. In addition to giving out 100 student kits at Greenway, we also crafted and distributed 67 family kits. These kits were intended for the parents and included items to alleviate stress (such as a yoga mat and a printout of stress-relieving poses), items to help productivity (such as earbuds to cancel out noise and help parents who were struggling to find a quiet place to work from home and a printout of resume writing tips), and items to relax and have fun with the family (such as a set of dominos). We also collaborated with AC Portland to give out 50 new soccer ball kits that included health and nutrition guidance. The families loved all of it. As our work with them grew in depth, so did the families’ trust in and appreciation of our program.

II.C. PROGRAM OPERATIONS

The following tables show the operating hours and weeks/days we offered our program. Oregon Department of Education requires that on-site services equal a minimum of 12 hours in a typical week, or equal four service days per week, be open at least 2 hours a day totaling a minimum of 300 program hours per school year.

As can be shown below, we generally met this recommendation.

Our program model provides 300 hours of programming to students. We operate 4 days/week for 2.5 hours a day for 30 weeks.

SUMMER 2019 OPERATING TIME

Center	Start Date	End Date	Total weeks that center was in operation	Start Time(s)	End Time(s)
Greenway Elem	6/24	7/23	4	08:30	12:30
McKay Elem	6/17	7/5	3	08:00	02:00

SUMMER HOURS

Center	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Greenway Elem	4	4	4	4	4	20
McKay Elem	6	6	6	6	6	30

SCHOOL YEAR 2019-20 OPERATING TIME

Center	Fall Start Date	Fall End Date	Spring Start Date	Spring End Date	Start Time(s)	End Time(s)
Greenway Elem	10/7	12/12	1/13	3/12	03:05	05:35
McKay Elem	10/7	12/19	1/13	3/12	03:05	05:40

SCHOOL YEAR HOURS (PRIOR TO SCHOOL CLOSURES)

Center	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Greenway Elem	2.5	2.5	2.5	2.5	0	10
McKay Elem	2.5	2.5	2.5	2.5	0	10

Staffing

The following tables show the number of staff by type and demographic characteristics.



STAFFING BY TYPE

	Summer*	Fall	Spring
Administrators	2	2	2
College Students	5	4	7
Community Members	0	3	2
High School Students	2	1	2
Other Non-Teaching School Staff	1	0	0
Parents	0	1	2
School Day Teachers	3	1	2
Subcontracted Staff	9	2	1
Other	3	4	7
Total	25	18	25

*Counts within terms are unduplicated; however staff may be duplicated across terms (e.g., worked fall and spring).

STAFFING BY CENTER (UNDUPLICATED ACROSS ALL TERMS)

	Paid Staff	Vol. Staff	TOTAL
Greenway	20	1	21
McKay Elem	14	4	18
Total	34	5	39

STAFFING BY DEMOGRAPHICS (UNDUPLICATED ACROSS ALL TERMS)

Center	Gender				Ethnicity							Average Years of experience in Youth Development/ Child Care / After School
	Male	Female	Other	White	Black or African American	Hispanic	Asian	Native Hawaiian or Pacific Islander	American Indian or Native Alaskan	Multi-racial	Data Not Provided	
Greenway	2	9	0	1	0	8	0	0	0	0	2	4
McKay Elem	3	9	0	1	0	7	0	0	0	0	4	5
TOTAL	5	18	0	2	0	15	0	0	0	0	6	9

Staff Funding and Turnover

Best Practices / Successes in staff retention:

In addition to staff orientation and required training, we also provide opportunities for staff to receive training in areas they are interested in learning more about or building new skills. We provide opportunities for Activity Leaders to ask for help or advice by scheduling 1:1 meetings with Activity Leaders to check-in with their CAFE Coordinator. If there is a minor issue with an activity leader's performance (that doesn't put students or others in harm), we address the issue with the activity leader and coach them on how to improve. This is really helpful for the activity leader's professional growth and it helps build trust and good relationships between them and the students.

Site coordinators are included in school day staff meetings and site level student support teams. This integration increases the sense of belonging and job satisfaction in our site coordinators and contributes to a more positive and engaging work environment.

Challenges to staff retention:

Program schedule: The irregular schedule / breaks in service make staff retention difficult. Sometimes an Activity Leader is passionate about their work and very good at it, but they're unable or unwilling to go jobless between program sessions. In addition, the activity leader position only offers 13 total hours a week. This is not enough to support a person and if an Activity Leader wants to get a second job so they can earn a livable salary, they have difficulty finding a job that has shifts outside of program hours because the program is in the middle of the day.

Challenges with staffing as a result of Covid-19:

In April 2020, we were forced to furlough all of our temporary staff. This was hard on staff and students as our staff had already built strong relationships with the students. When we were able to rehire in May, we had to rethink everything. What will their role be since there is no in person learning? What is their interest in employment since so many people are dealing with new Covid-related stressors? How would we connect with our staff? How would our staff connect with our students? First, we needed to change our Activity Leader handbook and orientation materials to make sure they reflected distance learning. Then, we needed to learn how to use virtual platforms for connecting with each other and make sure all staff were able to understand.

The following table shows the average number of staff who: 1) were paid staff, and 2) of those, how many were funded by 21st CCLC during the school year. 100% of paid staff were funded by 21st CCLC funds.

AVERAGE STAFF FUNDING AND TURNOVER BY CENTER DURING SCHOOL YEAR

Center Name	# of paid staff during school year	# of paid staff that were funded directly by the 21st CCLC grant
Greenway	20	20
McKay Elem	14	14
Total	34	34

Staff Training

The professional development that we offered was based on the specific needs of our student demographics, our school, and our staff. Our schools serve many students who have experienced trauma or adverse childhood experiences, so we included training on both of these topics.

Both of our schools also place a lot of importance on Social and Emotional Learning and SEL is integrated into the classrooms very well. Therefore, we provided multiple training on what SEL is, how to implement it in the afterschool program, and how the school teaches SEL to make sure we align with the school day. We ask our school student success coach (who is in charge of SEL implementation for the whole school) to provide training at our staff orientation, and we check in with them to make sure we are learning and teaching the same strategies they are.

We also provide professional development based on staff interest and need. Many new activity leaders struggle with classroom and behavior management, so we include opportunities to brainstorm and troubleshoot challenging behaviors. We also invite program staff to take part in some of our economic empowerment professional development, where they can learn tools to help with their own financial management.

Center	Professional Development	# of Attendees	Length of Training
Greenway Elementary	Adverse Childhood Experiences	18	1
Greenway Elementary	Mandatory Reporting	18	1
Greenway Elementary	MFS policies and procedures, including paycom	18	1.5
Greenway Elementary	Greenway School Expectations and Policies	18	1
Greenway Elementary	Greenway CAFE safety protocols, broken down by area/activity, and assigning responsibilities	18	2
Greenway Elementary	CAFE logistics (class transitions, dismissal procedure...)	18	3
Greenway Elementary	Trauma Informed Teaching	18	2
Greenway Elementary	Teaching with SEL in mind	10	2
Greenway Elementary	Behavior Management	18	2
Greenway Elementary	Classroom Management - importance of setting expectations, having a routine, positive reinforcements	18	3
Greenway Elementary	Lesson Planning - appropriate subjects, how to plan but still be flexible, how to request supplies	18	1
Greenway Elementary	Economic Empowerment - (free financial coaching/advice for MFS staff	5	5
McKay Elementary	Social Emotional Learning	8	3

SUMMARY OF STAFFING

Although this is only our second year of programming, our staff have 4-5 years of experience working with youth on average.

STAFFING SUMMARY

Observation:

Our staff is more representative of the students we serve in terms of race/ethnicity, and gender than the school day staff. Two thirds of CAFE staff are Hispanic/Latinx and 28% are male. In contrast, school day staff are less than 10% Hispanic/Latinx and less than 20% male. On average, our staff have 4-5 years of experience working with youth.

Interpretation:

Our staff recruitment efforts have paid off. Our interview questions specifically ask candidates for their experience working with diverse populations and their ability to connect with historically underserved youth and their caregivers. We have a site coordinator with experience and connections in the community which allowed us to hire experienced staff from the beginning of year 1 programming. We have been fortunate to employ program staff who reflect the students we serve and have a heart for serving them.

Both site coordinators place a lot of importance on staff relationships with students. We seek qualified candidates who have a genuine desire to connect with our students. We notice and encourage good relationship-building practices. Both coordinators and programs value the importance of having a reliable and caring adult each student's life and want to make sure that students and families can depend on us.

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II.D. PARTNERSHIPS

Year 2 Partnerships included:



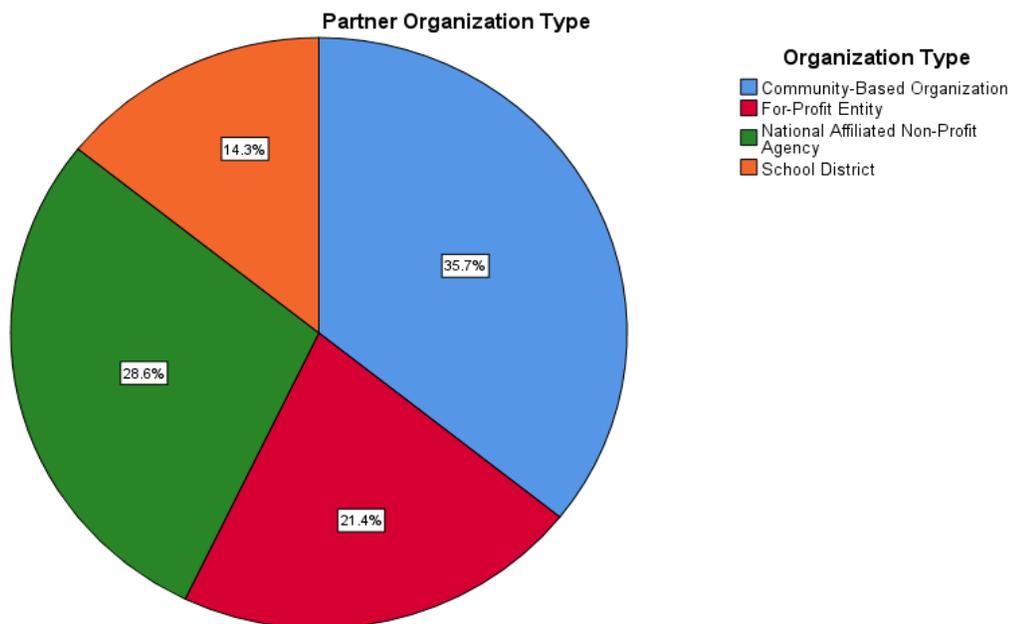
1. Girls Inc - provides classes with curriculum focused on helping young girls gain confidence and be strong, smart and bold.
2. Portland Junior Scientists - This is a girls group at a local high school. 2 or 3 members come once a week to do fun science experiments with our students. They plan their own lessons and bring their own supplies. They will continue teaching 4th and 5th grade students who will become coaches to the 2nd and 3rd grade. Site coordinators meet with group leaders before programming starts.
3. Active Children Portland Soccer Club - focuses on developing the life skills that each child needs to succeed in school and beyond. We were collaborating with them before Covid hit to join the MFS soccer tournament. They provided soccer balls and other equipment so we could start a CAFE team during the program.
4. My New Red Shoes- Non-profit organization that provided NEW running shoes to students at both schools. Greenway and McKay received 75 shoes each, making a total of 150 running shoes from this association.
5. BedTime Math - Crazy 8s Math Club - nonprofit organization that provided both curriculum and all class materials for hands on math activities k-2 and 3-5.
6. The Ki Society of Oregon - A non-profit organization provided children with how to focus and relax without losing energy, maintain good posture during playful physical activity, learn that strength in Aikido is a matter of mental toughness, and allow time for children to test themselves and provide a helpful correction.
7. Zoo Animal Presenters (ZAP) Program- is a grant-funded youth program that brings out small animals such as snakes, lizards, and bugs, as well as skulls and pelts to teach children about wildlife adaptations and natural history.
8. The Rice Museum- The students had the opportunity to learn the difference between a rock and a mineral by the presentation this partnership brought to the school.
9. OMSI-We collaborate with this association to bring some CAFE students to OMSI as an excursion.
10. Beaverton City Library- We collaborated with this partnership to introduce the families to a variety of programs the Beaverton city library offers to the communities and their families and were able to sign up the CAFE students to a Library card during the summer program.
11. Beaverton School District Nutrition Services- We have worked very closely with the nutrition service staff to ensure that the CAFE students would receive a supper before each CAFE program, during the summer program, and for the CAFE field trips.
12. Greenway & McKay Parent Teacher Organizations (PTO)- We were invited to be part of their monthly meetings to be able to collaborate with them and make sure our families were informed of what the CAFE program afterschool was bringing to the school and the community. We are currently working together to start our stakeholder that will be able to continue with the after school program when we do not have sufficient funds to continue.

Barriers / Challenges:

- We are still new in this community, and it takes time and work to create and build new partnerships. This has been a major focus; we continue to build relationships and we have established some very exciting partnerships for year three that will provide great opportunities for our students and families.
- Sometimes it is difficult to provide adequate space needed for the type of curriculum our partner provides, depending on time of day and building availability.

PARTNERS (ACROSS ALL SITES)

Partner Name	Organization Type	Primary Contribution	Type of Contribution
AC Portland Soccer	National Affiliated Non-Profit Agency	Provide programming / activity-related services	Other
Beaverton City Library	Community-Based Organization	Provide programming / activity-related services	In-kind Contribution
Beaverton Public Library	Community-Based Organization	Provide programming / activity-related services	In-kind Contribution
Beaverton School District Nutrition Services	School District	Provide goods	In-kind Contribution
Crazy 8s Math	National Affiliated Non-Profit Agency	Provide programming / activity-related services	In-kind Contribution
Girls Inc	National Affiliated Non-Profit Agency	Provide programming / activity-related services	In-kind Contribution
Greenway PTO - Parent Teacher Organization	Community-Based Organization	Provide volunteer staffing	In-kind Contribution
My New Red Shoes	National Affiliated Non-Profit Agency	Provide goods	In-kind Contribution
Oregon Ki Society	For-Profit Entity	Provide programming / activity-related services	Monetary (Paid Subcontractor)
Portland Junior Science	Community-Based Organization	Provide volunteer staffing	In-kind Contribution
Portland Junior Scientists	School District	Provide programming / activity-related services	In-kind Contribution
Rice Northwest Museum of Rocks and Minerals	Community-Based Organization	Provide programming / activity-related services	Monetary (Paid Subcontractor)
ZAP - Zoo Animal Presenters from Oregon Zoo	For-Profit Entity	Provide programming / activity-related services	In-kind Contribution
Zoo Oregon Presentation	For-Profit Entity	Provide programming / activity-related services	In-kind Contribution



Observation:

We partner with a mix of different types of organizations. A majority of our partners provide in-kind contributions and serve to strengthen both the quality and variety of after school classes, such as Girls Inc and Bed Time Math.

Interpretation:

We have drastically improved the number and variety of our partnerships in year 2, exceeding the number of new partnerships we wanted to create. Our goal was to have 6 partnerships (double the number of partnerships established in our first year) and we established 12 partnerships for year 2.

The majority of our partners provide in-kind contribution. We recognize a need to create and build more partnerships that provide monetary contributions to ensure sustainability.

Active Children's Portland

Active Children's Portland is a new partnership we formed in Year 2 that provided in kind contributions. They trained our teachers in healthy eating and soccer drills. They provided all materials for the class including soccer balls, goals, and practice jerseys. But when the schools closed in March 2020, we were forced to suspend all CAFE programming, included the AC Portland Class offering before it even got started.

In April 2020, our partner AC Portland contacted us with a great opportunity. They had built soccer kits, which included new soccer balls, sweat bands, and mini flashlights. The kits also included a physical activity challenge, as well as nutrition guidance pamphlets.

After receiving these 50 new kits, allowing us to bring health and soccer to even more students than we would have been able to during our in-person offering of the class. We connected with another partner of ours Beaverton School District Nutrition Services. Although schools were completely closed at this time, they were already hosting lunch distributions on site. We coordinated with them and were able to distribute our kits during their lunch distribution, ensuring a safe distribution system that followed Covid-19 safety guidelines. In support of the event, the head of BSD Nutrition Services and the school principal attended the event, helping to make sure we had a safe set up for everyone involved.



II.E. SUSTAINABILITY

The main area of progress in sustainability of our project was the procurement of additional partnerships. Our goal for year two was to diversify our partnerships and/or contributions to the program. We were highly successful at doing this, and have doubled our partnership goal for year two. With now twelve partnerships supporting our program, those who are providing staff and curriculum are by far the most sustainable area of our future programming. Our plan was to ask partners for future commitments to programming, and with COVID -19 a lot of that commitment conversation had to be put on hold as partners are all trying to figure out how to survive in this current economy.

The intentional effort of partnering with PTOs in year two will lead to stronger partnership with the community base. In year three there will be a focus on starting a family leadership team/advisory group to start to involve the community and their network in the planning of sustainable programming. We will also consult with the MFS development team to start visioning and implementing strategies for sustainability.

II.F. PROGRAM QUALITY

A quality program is one that is reflective and willing to improve, change, and grow. It understands that improving program quality is an ongoing process and requires reflection on one's practices to identify strengths, recognize areas for future growth, and incorporate new learning experiences.

As part of our continuous improvement process, we complete an annual program reflection survey aligned to Oregon 21st CCLC's Eleven Elements of Quality (see table below). Essentially, we are presented with indicators (or items) for each of the sub-elements listed in the table below. For each indicator, we are asked to rate our program on four levels of mastery: 1) do not meet, 2) approaching expectations, 3) meet expectations, and 4) exceeds expectations. Programs are expected to strive to meet expectations (3.0) on all of the indicators within each of the elements of program quality.

A summary of our 2019 results is presented below. The "total possible points" shows the maximum number of points that are available. The "percent of total score" shows how closely we approached the total points possible, with 100% indicating that we have exceeded expectations on ALL the indicators (percentages less than 75% are highlighted in yellow and above 90% in dark teal). The "average rating" shows the average level of mastery (1-4) that we rated our program (ratings less than 3.0 are highlighted in yellow and above 3.5 in dark teal).

PROGRAM REFLECTION RESULTS FROM 2018-19

Element	Sub Element	Total Possible Points	Percent of Total Score	Average Rating (1-4)
1. Program Administration - A quality program has an effective management that develops and implements policies and procedures to ensure the successful operation of the after school program based on the program goals, vision, and design.	1.1 - Program has and is driven by a clear vision, mission, and purpose.	12	91.67	3.67
	1.2 - Operation is supported by well-documented policies and procedures.	16	75.00	3.00
	1.3 - Staff have appropriate levels of structure, guidance, and autonomy.	16	87.50	3.50
	1.4 - Stakeholder groups support and inform program planning and administration.	12	41.67	1.67
	Total	56	75.00	3.00
2. Staff Qual/Development - High quality after school programs recruit, hire, and develops diverse staff members who understand, value, and promote high quality practices.	2.1 - Program ensures adequate staffing and recruit and retain highly skilled personnel.	28	85.71	3.43
	2.2 - Program provides ongoing professional development at all staff levels.	12	75.00	3.00
	2.3 - Program ensures staff have an understanding of targeted and diverse learning strategies.	12	58.33	2.33
	2.4 - Program promotes a consistent staff presence throughout the program offering.	4	75.00	3.00
	Total	56	76.79	3.07
3. Partnerships - After school programs build strong partnerships with families, schools, and the community to enhance the quality of after school and youth services.	3.1 - Program strives for engagement with and outreach to schools, families, and communities	28	57.14	2.29
	3.2 - Program promotes complementary alignment of school day and afterschool through regular communication, resource allocation, and data-sharing	24	58.33	2.33
	Total	52	57.69	2.31

Element	Sub Element	Total Possible Points	Percent of Total Score	Average Rating (1-4)
4. Evaluation and CI - High quality after school programs conduct evaluations and continuous improvement for program planning, monitoring and to determine overall program effectiveness.	4.1 - Program has systems in place for ongoing data collection, assessment, and reflection using program data	16	93.75	3.75
	4.2 - Program engages in regular and ongoing action planning for continuous improvement.	16	68.75	2.75
	Total	32	81.25	3.25
5. Sustainability - High quality after school programs plan for sustainability.	5.1 - Program engages in continuous planning and assessment to ensure fiscally sustainable programming.	12	58.33	2.33
	Total	12	58.33	2.33
6. Diversity & Inclusion - High quality after school programs embrace and value diversity, and have a conscious commitment to helping all youth thrive by providing inclusive, accessible, responsive, and engaging services.	6.1 - Program ensures that they are available and accessible for all youth	16	81.25	3.25
	6.2 - Program develops and implements policies, and practices focused on respecting and supporting diverse youth participants and families, keeping context at the forefront	8	75.00	3.00
	6.3 - Program supports staff in building cultural competence among staff and with youth through culturally responsive practices, activities, and opportunities.	16	68.75	2.75
	Total	40	75.00	3.00
7. Physical Environment - High quality after school programs provide an appropriate, accessible physical environment.	7.1 - Program ensures that there is indoor and outdoor space necessary for the program to fully operate and is appropriate for all planned activities.	24	70.83	2.83
	Total	24	70.83	2.83
8. Safety & Health - High quality after school programs provide a safe, healthy, and nurturing environment for all youth, staff, and families.	8.1 - Program ensures the emotional and physical safety of youth and staff.	44	77.27	3.09
	8.2 - Program provides a healthy, welcoming, and accommodating environment.	16	68.75	2.75
	8.3 - Program provides a healthy, welcoming, and accommodating environment.	12	66.67	2.67
	8.4 - Program provides nourishment based on health and wellness standards for children and youth.	8	75.00	3.00
	Total	80	73.75	2.95
9. Interactions/Relationships - High quality after school programs cultivates and	9.1 - Program staff at all levels develop positive, ongoing connections between and among youth participants and adults in the program.	20	80.00	3.20

Element	Sub Element	Total Possible Points	Percent of Total Score	Average Rating (1-4)
maintains positive relationships and interactions among youth, staff, families, and partners.	9.2 - Staff engages in collaboration and partnerships with youth, strives to address barriers and promote supportive and encouraging norms for youth and staff interaction.	20	100.00	4.00
	Total	40	90.00	3.60
10. Youth Centered - High quality after school programs provides youth-centered activities and acts in partnership with youth to foster appropriate youth voice and leadership.	10.1 - Program focuses on youth development, interest, and influence.	16	81.25	3.25
	10.2 - Program provides experiential and age-appropriate activities.	12	66.67	2.67
	10.3 - Program ensures relevant, authentic, and developmentally appropriate opportunities for youth voice and choice that are reflected in planning and programming.	8	87.50	3.50
	10.4 - Program provides opportunities for youth leadership.	8	62.50	2.50
	10.5 - Program intentionally supports academic, social, and emotional competence-building.	20	95.00	3.80
	Total	64	81.25	3.25
11. SEL and Engagement - High quality after school programs encourage active participation and ownership by youth, and offer opportunities for social emotional learnings.	11.1 - Program is intentional in designing activities that promote youth resiliency and encourage reflection and higher order thinking.	12	83.33	3.33
	11.2 - Programming and activities intentionally support high levels of youth engagement and expectation.	8	75.00	3.00
	11.3 - The program environment and activities cultivate a sense of belonging.	12	75.00	3.00
	11.4 - Staff receive training in and promote positive behavior supports for reframing conflict.	16	75.00	3.00
	Total	48	77.08	3.08

Process Measures Summary (Reflection)

Review your data and narrative from prior sections. Based on the information provided, complete the following:

Strengths:

Greatest strengths or successes:

- Student Selection/Enrollment: One of the greatest strengths of our program is our ability to identify, recruit, and serve our target population. 76% of Greenway and McKay students are from low-income households and 58% are students of color. Our project serves a higher percentage of students in these categories than the general population.
- Participation: We met our goals for increasing student participation and involvement and reducing the percentage of participants who attended 30 days or less.
- Staff: Our staff look like the students we serve and have experience and heart for increasing the enrichment opportunities and social-emotional competencies of our participants.
- Programming: We offer a broad range of programming for students and are on our way to tighter integration and support of the regular school day program.
- Partnerships: We quadrupled the number of partnerships from 3 in year 1 to 12 in year 2, exceeding our goal of 6 partnerships in year 2. The new partners increased the variety of programming available to CAFE students as well as supports for students and families.
- Connection to Families: During the shutdown due to the pandemic, CAFE Staff connected with all families and supported them as their students moved to on-line learning and experienced additional need for support during the pandemic.
- Connection between CAFE and School Day Staff: 94% of school-day staff report satisfaction with the CAFE Team's communication and collaboration (compared to 62% in year 1).

Areas for Improvement:

What does your data tell you about your program in terms of needs/issues that should be addressed or that represent areas of opportunity for growth? Prioritize them in order of importance to you.

Prioritized areas for improvement:

1. Continue to provide opportunities for students to receive academic and social-emotional support during distance learning. Provide additional opportunities for students to connect to the school.
2. Continue to assist families in the education of their students during distance learning, including supporting the social-emotional support of their children.
3. Continue to support families and their students in the face of the ongoing needs, including those related to the pandemic.
4. Continue to strengthen collaboration of CAFE and school-day staff through participation in School Day Student Support Teams
5. Improve family workshop attendance
6. Expand stakeholder meeting membership

Priority Areas and Action Planning:

Select the first 1-2 priorities (goals). List them in the table below and indicate why it's important. NOTE: This may (or may not) be added to your 21st CCLC Grant Action Plan, depending on how you prioritize all your needs.

Need/Issue to Be Addressed	Why is this important to your work with youth?
<ol style="list-style-type: none"> 1. Continue to provide opportunities for students to receive academic and social-emotional support during distance learning. Provide additional opportunities for students to connect to the school. 	<p>These three areas are identified by the families we serve as the highest areas of need. We want to continue to meet the needs identified by the community. Also, if we have learned anything from the Spring of 2020, it is that when parents / students feel heard, engagement increases.</p>
<ol style="list-style-type: none"> 2. Continue to assist families in the education of their students during distance learning, including supporting the social-emotional support of their children. 	
<ol style="list-style-type: none"> 3. Continue to support families and their students in the face of the ongoing needs, including those related to the pandemic 	

Part III. To What Extent are We Meeting 21st CCLC Grant Objectives?

The following Student Success story illustrates how our program is making a difference in the lives of our youth!

A 21ST CCLC STUDENT'S STORY

Camila's Mask Donation Story

Camila* has been part of the CAFE after school program since day one of the 21st CCLC Grant in 2018. She always loved it from the beginning. She is a kind and loving student who is always looking after others. During an in-person session program at the CAFE afterschool program, Camila shared that she had started her own business.

She was selling handmade hair accessories, scrunchies, online.

She had a business name and website. It was impressive to see such a young entrepreneur. She told me that one day she and her mother had gone to the fabric store, just for fun. But, from that day on, she started to make her scrunchies. She had to hand sew her first one because at the time she did not have a sewing machine. But she loved the creative process and making something on her own. Camila always enjoyed the more creative classes in the CAFE program, so I was not surprised when she shared this with me.

When the pandemic started and she was home from school due to the school closures, she heard that the Metropolitan Family Service (the non-profit organization who runs the CAFE Program at her school) was asking for mask donations for their front-line workers. Giana immediately thought about all the fun she had at the CAFE program, and how much she appreciated everything they do for kids and the community. With all of that material she had in her home from her online business, Camila knew she could help. And she wanted to help! She said it made 'her feel like she could give back to the CAFE program for proving a FREE after school program.' It is rare to hear a student express gratitude for free programming, normally it is sports or art or just being with friends. But this was a different kind of gratitude, it was for the great afterschool opportunities but also the cost of the program itself. I don't know if her family is in need or if she is just a little girl with a big heart who understands community need, but Camila decided to donate 100 handmade masks to MFS. She saw they were providing kits to keep students and families engaged and food to keep bellies full and she knew she had to do something to help. She not only donated to MFS, she also donated to her school.

MFS made Camila one of their annual award winners for service to her community. A local news station loved her story and put it on the air, where she expressed her love of the CAFE program and MFS. We are very proud to know that she respects and cares so deeply for our programs and staff. But we are even more proud to see a student lead with love and humility to their school community.

*Camila is a pseudonym

III.A. OREGON STATEWIDE PERFORMANCE GOALS / OBJECTIVES / INDICATORS

The following tables show the Oregon Statewide Goals, Objectives, and Indicators, along with our program (Grantee) results when applicable. *It should be noted that changes were made to all outcomes in terms of items and scales used to measure the indicators. Due to feedback, surveys were shortened which meant that some indicators contain less items, and scales shortened to 4 options (strongly agree, agree, disagree, strongly disagree) after removing the “neutral” option. Furthermore, statewide there were significantly less student and caregiver surveys collected. Therefore, comparisons to prior year results should be made with caution.*

Goal 1: 21st CCLC Programs will provide opportunities for academic enrichment to help students meet State and local student performance standards in core academic subjects including reading/language arts, math and science.

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
1) 21st CCLC programs explicitly address appropriate grade level academic achievement standards and support students' progress toward graduating career and college ready.	Youth-Centered: Programs should focus on youth development, interest, and influence; provide experiential and age-appropriate activities; ensure relevant, authentic, and developmentally appropriate opportunities for youth voice and choice and ensure those opportunities are reflected in planning, programming, and opportunities for youth leadership; and intentionally support academic, social, and emotional competence-building. *Intentionality in activity and session design among staff responsible for the delivery of activities meant to support student growth and development in mathematics	a) 50% of 11-12th grade participants will report being prepared for college and/or career following graduation annually as measured by student surveys.	NA	No data reported
		b) The graduation rate of 21st CCLC participants (12th grade) will be equal to or higher than the graduation rate of matched local sample* as measured by state graduation data.	Not available	Not Applicable
		c) 50% of 21st CCLC 6-12 th grade students that are in programs offering career exploration/CTE activities will report gains in knowledge of career opportunities annually as measured by student survey.	NA	No data reported
2) 21st CCLC programs increase the academic achievement of students who regularly attend the program.		a) The math and reading/English proficiency rates of 21st CCLC participants on the state assessment will be equal to or higher than proficiency rates of matched local sample* as measured by state assessment data.	Not available	<u>ELA</u> Comparison = 2433.4 21stCCLC = 2403.0 Not Met <u>Math</u> Comparison = 2429.8 21stCCLC = 2406.3 Not Met

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
	and reading/language arts.	b) 70% of 21st CCLC participants who are in need of improvement will demonstrate gains in math and reading/English performance annually as measured by school day teacher surveys. (GPRA)	36.1% - Reading 22.7% - Math	85.7% - Reading (30/35) 85.7% - Math (30/35)

Goal 2: 21st CCLC Programs will provide a broad array of programming to promote positive youth development, and to reinforce and complement the regular academic program of participating students.

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
3) 21st CCLC programs provide youth-centered opportunities that reflect student voice and needs, and complement the school day.	(see above Youth Centered Activities)	a) 70% of 21st CCLC students will report that they are involved in programming decisions and have a choice in selecting activities as measured by annual student surveys.	67.1% (55/82)	No data reported
		b) 70% of 21st CCLC students will report satisfaction with the activities offered at their local 21st CCLC program annually as measured by student surveys.	70.4% (57/81)	No data reported
		c) 70% of 21st CCLC students will report feeling academically supported by the local 21st CCLC program annually as measured by student surveys.	67.1% (53/79)	No data reported
4) 21st CCLC programs provide supportive learning environments that engage students in learning and promote positive youth development.	a) Social and Emotional Learning and Active Engagement: Programs should be intentional in designing activities that promote youth resiliency and encourage reflection and higher order thinking; programming and activities should intentionally support high levels of youth engagement and	a) All 21st CCLC grantees will meet at least 90% of annual attendance targets as measured by student roster. <i>(this changed in 2019-20 from 50% of centers to 100% of grantees)</i>	Students Served = 191 90% of Target = 135 Met	Students Served = 255 90% of Target = 135 Met
		b) At least 75% of school year participants will be regular attendees (30+ days) as measured by attendance records. <i>(this is per grant requirement)</i>	67% (128/191)	78.5% (146/186)
		c) 65% of 21st CCLC participants who are in need of improvement will demonstrate positive changes in behavior annually as measured by school day teacher surveys. GPRA	32.0% (31/97)	60% (21/35)

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
	<p>expectation; the program environment and activities should cultivate a sense of belonging; and staff should receive training in and promote positive behavior supports for reframing conflict.</p> <p>b) Interactions and Relationships: Program staff at all levels should develop positive, ongoing connections between and among youth participants and adults in the program; staff should engage in collaboration and partnerships, strive to address barriers, and promote supportive and encouraging norms for youth and staff interaction.</p>	d) 70% of 21st CCLC participants who are in need of improvement will demonstrate positive changes in home- and school-work completion and class participation annually as measured by school day teacher surveys. GPRA	27.8% (27/97)	51.4% (18/35)
		e) The school attendance rates of 21st CCLC participants will be equal to or higher than attendance rates of matched local sample* annually as measured by ODE-provided attendance data.	Not available	Comparison = 81.97% 21stCCLC = 91.17% Met
		f) The school suspension rates of 21st CCLC participants will be equal to or lower than suspension rates of matched local sample* annually as measured by ODE-provided suspension data.	Not available	Comparison = 0.06 21stCCLC = 0.02 Met
		g) 85% of 21st CCLC students will report positive student-adult relationships at the program annually as measured by student surveys.	80.8% (63/78)	No data reported
		h) 70% of 21st CCLC students will report sense of belonging at the program annually as measured by student surveys.	68.8% (53/77)	No data reported
		i) 50% of 21st CCLC students will report resilient and self-regulatory behaviors annually as measured by student surveys.	73.3% (55/75)- Self Regulation 80.5% (62/77)- - Resiliency	No data reported

Goal 3: 21st Century Community Learning Center Programs will provide families of students served by the centers with opportunities for active and meaningful engagement in their children’s education, including literacy and related educational development.

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
5) 21st CCLC programs provide opportunities to engage families in their children’s education and offers families their own literacy training and related educational development.	Offer literacy supports for families; Steps are taken by the center to reach out and communicate with parents and adult family members of participating students.	a) 70% of parents/caregivers of 21st CCLC students will report satisfaction with level of communication from program staff annually as measured by parent surveys.	66.7% (18/27)	No data reported
		b) 70% of parents/caregivers of 21st CCLC students will report knowledge and awareness of student progress and activities in the 21st CCLC program annually as measured by parent surveys.	74.1% (20/27)	No data reported
		c) 100% of 21st CCLC centers will offer family members with educational opportunities by Year 2 of the grant as measured by family participation counts.	Not available	100% (2/2)

Goal 4: 21st CCLC Programs will meet key elements of high-quality programs and operations.

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
6) 21st CCLC programs provide equitable opportunities for learning that utilize culturally responsive practices to meet the needs of students who attend high poverty and low-performing schools.	a) Programs will target students in high-poverty areas and those who attend low-performing schools; b) Diversity, Inclusion, Access, and Equity: Programs should ensure that they are available and accessible for all youth; programs should develop and implement policies, and practices focused on respecting and supporting diverse youth participants and families, keeping context at the forefront; program should support staff in building cultural competence among staff and with youth through culturally responsive practices, activities, and opportunities.	a) 100% of grantees will serve a student population with at least 50% receiving free/reduced lunch annually as measured by student attendance and demographic data (APR). (this is per grant requirement)	79.9% (143/179)	75.6% (164/217)
		b) The demographic distributions (ethnicity, gender, ELL, special education, homeless) of 21st CCLC participants will be similar or higher to those found within feeder schools as measured annually by student attendance/demographic data (APR) and school-wide demographics (ODE)**.	Not available	+2.9% Avg. Difference (See Appendix) Met

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
		c) 100% of 21st CCLC grantees will meet quality indicators (“met expectations”) for Diversity, Inclusion, Access, and Equity as documented by the Program Reflection Tool by the 3rd year of the grant.	Not available	90% of indicators met expectations Baseline
7) 21st CCLC programs recruit and engage community/school partners to expand capacity for program offerings and for sustaining the program beyond the grant period	a) Partnerships: Programs should strive for engagement with and outreach to schools, families, and communities and promote complementary alignment of school day and afterschool through regular communication, resource allocation, and data-sharing. b) Sustainability: Programs should be engaging in continuous planning and assessment to ensure fiscally sustainable programming.	a) 100% of 21st CCLC grantees will meet quality indicators (“met expectations”) for Partnerships as documented by the Program Reflection Tool by the 3rd year of the grant.	Not available	38.5% of indicators met expectations Baseline
		b) 90% of school day teachers will report satisfaction with communication and collaboration with 21st CCLC program staff to reinforce and complement the school day as measured by annual school day teacher surveys.	62.2% (23/37)	94.3% (33/35)
		c) 100% of grantees will have a sustainability plan by mid-Year 3 of the grant as measured by Program Reflection Tool.	Not available	Met Baseline
8) 21st CCLC programs provide a safe, nutritious and healthy environment for all students.	a) Physical Environment: Programs should ensure that there is indoor and outdoor space necessary for the program to fully operate and is appropriate for all planned activities. b) Safety, Health, and Nutrition: Programs should ensure the emotional and physical safety of youth and staff; provide a healthy, welcoming, and accommodating environment; ensure that emergency preparedness is a priority; and provide nourishment based on health and wellness standards for children and youth.	a) 50% of youth and parents will report importance of nutritional support provided by center as measured by annual student/caregiver surveys.	85.7% (66/77) – Student Survey 88.9% (24/27) – Parent Survey	No data reported
		b) 90% of 21st CCLC students will report feeling safe at the program and on their way to/from program annually as measured by annual student surveys.	88.3% (68/77)	No data reported
		c) 100% of grantees will have an emergency preparedness plan by Year 2 of the grant as measured by Program Reflection tool.	Not available	Not Met

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
9) 21st CCLC programs implement high quality operations and evidenced-based activities that are regularly evaluated through a continuous improvement process.	<p>a) Program Administration: Programs should have and be driven by a clear vision, mission, and purpose; operation is supported by well-documented policies and procedures; staff have appropriate levels of structure, guidance, and autonomy.</p> <p>b) Staff Qualifications and Staff Development: Programs should ensure adequate staffing and recruit and retain highly skilled personnel; provide ongoing professional development at all staff levels; ensure staff have an understanding of targeted and diverse learning strategies; and promote a consistent staff presence throughout the program offering.</p> <p>c) Evaluation and Continuous Improvement: Programs should have systems in place for ongoing data collection, assessment, and reflection using program data; programs should engage in regular and ongoing action planning for continuous improvement.</p>	a) 90% of 21st CCLC parents will report value and satisfaction with center/programming as measured by annual parent surveys.	96.3% (26/27)	No data reported
		b) 90% of staff report satisfaction with communication & support from program administrators as measured by annual staff survey.	83.3% (10/12)	100% (30/30)
		c) 90% of 21st CCLC staff will report satisfaction with state-provided trainings/ professional development annually as measured by training evaluations. [State Outcome Only]	88% (Statewide Result)	Not available
		d) 90% of 21st CCLC administrators and staff will report having a culture of data-driven decision making by Year 2 as measured by program administrator surveys.	Not available	100% (2/2)

* Local matched samples were created via propensity scoring and matching to the nearest neighbor. Relevant statistics are available in the Appendix.

** 21st CCLC students were compared to students in feeder schools NOT in 21st CCLC programs as provided by ODE. Distributions by group are in the Appendix.

Outcome Results by Center, 2019-20

The following table shows results for each center (see PCT rows which represent the percents obtained). Objectives met are in green cells. If there was not a sufficient number in the denominator to calculate the objective, you will not see results and the denominator will be in teal.

Objectives	Greenway Elementary	McKay Elementary
OBJ1a_Numerator		
OBJ1a_Denominator	0	0
OBJ1a_PCT		
OBJ1c_Numerator		
OBJ1c_Denominator	0	0
OBJ1c_PCT		
OBJ2b_Math_Numerator	16	14
OBJ2b_Math_Denominator	19	16
OBJ2b_Math_PCT	84.2	87.5
OBJ2b_Read_Numerator	17	13
OBJ2b_Read_Denominator	19	16
OBJ2b_Read_PCT	89.5	81.3
OBJ3a_Numerator		
OBJ3a_Denominator	0	0
OBJ3a_PCT		
OBJ3b_Numerator		
OBJ3b_Denominator	0	0
OBJ3b_PCT		
OBJ3c_Numerator		
OBJ3c_Denominator	0	0
OBJ3c_PCT		
OBJ4a_Target_Numerator	75	75
OBJ4a_90%_of_Target	67.5	67.5
OBJ4a_Total_Served	129	126
OBJ4a_Met?	Met	Met
OBJ4b_SY_Reg_Numerator	81	65
OBJ4b_SY_Reg_Denominator	98	88
OBJ4b_SY_Reg_PCT	82.7	73.9
OBJ4c_Behavior_Numerator	9	12
OBJ4c_Behavior_Denominator	19	16
OBJ4c_Behavior_PCT	47.4	75.0
OBJ4d_Homework_Numerator	9	9
OBJ4d_Homework_Denominator	19	16
OBJ4d_Homework_PCT	47.4	56.3
OBJ4g_Numerator		
OBJ4g_Denominator	0	0

Objectives	Greenway Elementary	McKay Elementary
OBJ4g_PCT		
OBJ4h_Numerator		
OBJ4h_Denominator	0	0
OBJ4h_PCT		
OBJ4iSR_Numerator		
OBJ4iSR_Denominator	0	0
OBJ4iSR_PCT		
OBJ4iR_Numerator		
OBJ4iR_Denominator	0	0
OBJ4iR_PCT		
OBJ5a_Numerator		
OBJ5a_Denominator	0	0
OBJ5a_PCT		
OBJ5b_Numerator		
OBJ5b_Denominator	0	0
OBJ5b_PCT		
Obj5c_Met	Met	Met
OBJ6a_FRL_Numerator	89	75
OBJ6a_FRL_Denominator	109	108
OBJ6a_FRL_PCT	81.7	69.4
OBJ7b_Numerator	21	12
OBJ7b_Denominator	21	14
OBJ7b_PCT	100.0	85.7
OBJ8a_Numerator_Student		
OBJ8a_Denominator_Student	0	0
OBJ8a_PCT_Student		
OBJ8a_Numerator_Parent		
OBJ8a_Denominator_Parent	0	0
OBJ8a_PCT_Parent		
OBJ8b_Numerator		
OBJ8b_Denominator	0	0
OBJ8b_PCT		
OBJ9a_Numerator		
OBJ9a_Denominator	0	0
OBJ9a_PCT		
OBJ9b_Numerator	12	18
OBJ9b_Denominator (N>4)	12	18
OBJ9b_PCT	100.0	100.0
OBJ9d_Numerator		
OBJ9d_Denominator (N>0)	1	1
OBJ9d_PCT		

Additional Survey Results

Surveys were obtained from Caregivers, Students, Teachers, Administrators, and Staff.

Due to the pandemic, we were unable to survey students and caregivers in the spring of 2020. We were able to survey school day staff and 100% of staff report satisfaction with communication & support from program administrators. Increasing communication with school-day staff was a focus for 2019-20 as one of our two areas for improvement related to the outcome measures. In addition, we increased the percentage of school day teachers reporting satisfaction with communication and collaboration with 21st CCLC program staff to reinforce and complement the school day from 62% in year 1 to 94% in year 2. As measured by school-day teacher surveys, the percentage of CAFE participants who are in need of improvement demonstrating positive changes in behavior nearly doubled from year 1 to 60% and the percentage of CAFE participants who are in need of improvement demonstrating positive changes in home- and school-work completion and class participation also nearly doubled from year 1 to 51%.

III.B. LOCAL OBJECTIVES AND INDICATORS

Use the table below to share any local objectives and indicators, and the results of these for the 2018-19 reporting year.



Objectives and Indicators: Indicators are ways of measuring (indicating) that progress on your programs or projects is being achieved, with ‘progress’ being determined by the aims and objectives of an initiative. Indicators are used to measure the impact of interventions and to monitor the performance of programs or projects in relation to *pre-determined targets*. Remember to keep these “SMART².”

Local Objective	Local Indicator	Local Level Activities aligned to Objective	Summary of 2018-19 Grantee Result (include data analysis methods employed)
	No local objectives		

² SMART indicators are: Specific (to the change being measured), Measurable (and unambiguous), Attainable (and sensitive), Relevant (and easy to collect), Time bound (with term dates for measurement).

Outcome Measures Summary (Reflection)

Strengths:

We identified many strengths in our outcome data, but here were the main areas:

- Parents are feeling informed, seeing the value of 21st CCLC CAFE Programming and highly appreciating the nutritional food support that program brings.
- Students are liking the programming that is being offered, they feel their voice is being included and are feeling safe and that CAFE does provide caring adults that work with them. Student feedback showed a 20 to 30 percent higher score than our goal for students' scores in resiliency and self-regulation. According to the Free and Reduced Lunch numbers we see that we are hitting the right or targeted students to attend programs.
- 94% of school day teachers report satisfaction with communication and collaboration with 21st CCLC program staff to reinforce and complement the school day, up from 62% in year 1.
- The percentage of CAFE participants who are in need of improvement demonstrating positive changes in home- and school-work completion and class participation also nearly doubled from year 1 to 51%.

Areas for Improvement:

Although we doubled the percentage of CAFE students who are in need of improvement demonstrating positive changes in behavior as well as the percentage of CAFE students who are in need of improvement demonstrating positive changes in home- and school-work completion and class participation between year 1 and year 2, we are still not meeting state expectations on these measures.

Priority Areas and Action Planning:

[Click or tap here to enter text.](#)

Need/Issue to Be Addressed	Why is this important to your work with youth?
Opportunities for students and parents to receive academic and social-emotional support during distance learning	Students and Parents need a lot of support transitioning to CDL. We want to provide additional opportunities for students and Parents to connect and feel connected with the school. This support with tech, learning strategies and SEL strategies will increase attendance and engagement overall in CDL.
Support families in the face of the ongoing needs, including those related to the pandemic	Based on our needs assessment in Spring of 2020, our school community is in high need right now. Student attendance and engagement are many times directly correlated with that need or stress in the home. In order to keep students engaged and attending we will need to support them with resource navigation or basic need supports. If we can help alleviate some of the stress in the home, the student will be more successful.

Part IV. Conclusion and Dissemination of Evaluation Findings

Summary Narrative

Overall assessment of our program, its strengths, and challenges.

Overall in Year 2 we can see that we are reaching the right students, which can be attributed to successful school building collaboration/communication resulting in effective systems for identifying and recruiting the target populations. Also, the CAFE sites have implemented strong hiring procedures for quality, experienced staff who represent the students they are working with. Participation increased considerably within both student and parent groups. This is due to growing familiarity and trust in the community, but also the wide array of offerings available due to the extreme growth in new partnerships with CAFE this year. And we can attribute time, compassionate listening, ability of choice and transparency on data driven programmatic decisions as the main areas for success with the parents of the CAFE Program.

We also see that students are showing improvement on getting work done and participating, and their behavior in class, but that there is still room for improvement, as we are still below the state expectations. We are doing a good job of collaboration, but we might benefit from reviewing revisit what we are collaborating on with school-day teachers and if it is having the impact we are hoping for. Our fear is that with CDL our numbers may drop more in participation and getting work done, but we are going to try and engage virtually with students and parents to at least maintain student progress, if not make some gains.

Recommendations and Lessons Learned

- The importance of strengthening family capacity to support their students during distance learning
- Strengthening collaboration of after-school and school-day staff results in stronger supports for students and families and provides continuity between after-school and school-day programs.
- Need to support transition to in-person instruction; inform, educate and outreach to prepare families for the next steps.
- It is important that we continue to increase understanding of the program at the district-level and enhance support of the program.

Dissemination of Evaluation

Stakeholders have been engaged in reviewing the local evaluation report data, contributing to the narrative of the report, and identifying priorities for the action plan.

The local evaluation report is posted on the District's [Research & Reports Webpage](#). An Executive Summary is also posted with a link to the full report and will be disseminated to stakeholders including parents, school and program staff and partners.

APPENDIX: COMPARISON GROUP STATISTICS

Total # of Students in Matched Sample

	N	%
Comparison	169	48.8
21st CCLC	177	51.2
Total	346	100.0

Demographic Rates by Group

	Comparison	21st CCLC
White	.43a	.43a
Hispanic	.47a	.42a
Black or African American	.03a	.05a
Asian	.01a	.03a
Native American	.001	.001
Alaskan or Pacific Islander	.001	.001
Multiracial	.05a	.07a
Female	.39a	.44a
Free / reduced lunch	.72a	.76a
Homeless	.08a	.12a
English Language Learners	.08a	.10a
Special Education	.28a	.25a

Note: Values in the same row and subtable not sharing the same subscript are significantly different at $p < .05$ in the two-sided test of equality for column means. Cells with no subscript are not included in the test. Tests assume equal variances.^{2,3}

1. This category is not used in comparisons because there are no other valid categories to compare.
2. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.
3. Pairwise comparisons are not performed for some subtables because of numerical problems.

Comparisons (t-tests) between Groups

		N	Mean	Std. Deviation
Graduation Status	Comparison	0a		
	21st CCLC	0a		
Suspensions (in and out of school)	Comparison	169	0.0562	0.43791
	21st CCLC	177	0.0226	0.23729
Percent Attendance	Comparison	169	81.9741	24.60222
	21st CCLC	177	91.1731	11.97218
ELA Scale Score	Comparison	99	2433.38	98.171
	21st CCLC	104	2403.03	98.090
Math Scale Score	Comparison	99	2429.77	90.680
	21st CCLC	104	2406.30	86.290
Expulsion Status	Comparison	0a		
	21st CCLC	0a		

a. t cannot be computed because at least one of the groups is empty.

b. t cannot be computed because the standard deviations of both groups are 0.

		t	df	Sig. (2-tailed)*	Mean Difference	Std. Error Difference
Suspensions (in and out of school)	Equal variances assumed	0.893	344	0.372	0.03361	0.03764
	Equal variances not assumed	0.882	256.181	0.379	0.03361	0.03812
Percent Attendance	Equal variances assumed	-4.453	344	0.000	-9.19900	2.06576
	Equal variances not assumed	-4.390	240.809	0.000	-9.19900	2.09554
ELA Scale Score	Equal variances assumed	2.203	201	0.029	30.355	13.779
	Equal variances not assumed	2.203	200.492	0.029	30.355	13.779
Math Scale Score	Equal variances assumed	1.890	201	0.060	23.470	12.421
	Equal variances not assumed	1.887	199.048	0.061	23.470	12.436

*If the value in this cell is .05 or less, we can be 95% confident that differences between groups are not due to chance (statistically significant). If the value is .10 or less, then we can be 90% confident that differences are not due to change (marginally significant).

Distributions in Subpopulations Between Groups*

	Comparison	21st CCLC	Difference
Hispanic	36.4%	41.8%	5.4%
Black or African American	4.4%	4.5%	0.1%
Asian	2.7%	3.4%	0.7%
Native American	0.4%	0.0%	-0.4%
Alaskan or Pacific Islander	3.1%	0.0%	-3.1%
Multiracial	6.7%	7.3%	0.6%
Female	46.2%	44.1%	-2.2%
Free / reduced lunch	59.0%	76.3%	17.3%
Homeless	5.8%	11.9%	6.1%
English Language Learners	5.8%	10.2%	4.4%
Special Education	21.4%	24.9%	3.5%
Average	17.4%	20.4%	2.9%

*Includes all 21st CCLC and non-21st CCLC students within Feeder Schools. Note that these distributions may vary from what was reported in the Process Measures section as these are ODE-provided statistics and not all 21st CCLC students were matched to the state data.