BEAVERTON
SCHOOL DISTRICT

21st Century Community Learning Center Grant: 2021-22 Local Evaluation Report

Beaverton CAFÉ

Date Report Submitted	November 2022
Program Director	Dr. Jon Bridges
E-mail	jon_bridges@beaverton.k12.or.us
Phone	503-356-4527
Report Completed by	Rosita Rendon, Jennifer Michaeli. Holden St.Aubyn State-required data provided by JEM & R LLC
Centers	Greenway Elementary, McKay Elementary
Feeder Schools	Not applicable

NOTE: Grantees are responsible for the accuracy and completeness of this report.

Table of Contents

Instructions for Completing

A. Review all data and determine if they appear reasonable and accurate. If you question any data, please inform JEM & R.
B. Complete all sections that are in <mark>yellow</mark>. Please do not remove the question/instruction and instead include your narrative where it states "(insert here)".
    a. For sections 1A-1C, we have included the information shared in last year's report but this should be reviewed and edited, as necessary.
    b. For sections 2C_1 and 2C_2, you will need to supply the information indicated in yellow.
C. The local evaluation report has been aligned to the monitoring checklist so that information from this report can be used to meet monitoring requirements (and reduce duplication of your efforts). While this report will be made available to reviewers during monitoring, there are specific sections within this report that directly address a checklist item. These are noted by the following figure ➡

D. To customize your report, please feel free to embed images, quotes, other data/information that you would like to highlight and share with ODE, community, and your families. You are welcome to add this anywhere in the report where you feel it would complement the data or narrative.
E. Related to the above, this year we are asking you to share a program Success Story (instead of a Student Story). Specific instructions are provided in section 3A.

Part 1. Overview and History of Our Program

1A. PROGRAM OVERVIEW (INCLUDE ANY CHANGES IN PROGRAMMING FROM PRIOR YEAR):

In partnership with Metropolitan Family Service (MFS), Portland Community Church, and McKay Parent Teacher Club (McKPTC), Beaverton School District (BSD) will bring 2lst 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.

During the 21-22 grant year, we offered programming at the following centers:

- Greenway Elementary
- McKay Elementary

1B. PROGRAM GOALS/OBJECTIVES: (PLEASE UPDATE)

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 culturally 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.

1C. 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.

1D. 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 2021-22 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.

Part 2. 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.

2A. STUDENTS SERVED

2A_1. Recruitment of Students

a) How are students identified and selected for participation in your program?

- Recruitment interest from paper registration forms that are sent out to families
- Communication via emails to parents/guardians.
- Meeting with important stakeholders, principal, social workers, Behavior health and wellness team to help identify students
- In 2021-2022, there was no waitlist due to enough spots open in programming

b) How is the selection process coordinated with the school(s) served?

- Cover letters
- Greenway had a website that was shared with families in 2021
- School wide monthly newsletters to families
- Parent Square to send emails

c) What steps are taken to ensure that students with the greatest needs are targeted and that they represent the diversity of the school/community?

- Having conversations with principal and social workers about individual student needs
- Parent input- individual conversations
- Attendance
- Making sure to offer program information in multiple languages

2A_2. Student Retention Strategies

Describe the student retention strategies in place within your program to maximize:

a) the number of students retained from one year to next.

- Fun and engaging content/programming
- Building strong relationships with staff, students, and community members
- Bringing engaging community partners to provide programming
- Offering a safe, engaging, fun and enriching place to learn and make connections with peers and adult mentors.
- Utilizing student and family voice/choice in programming/activities

b) the number of days/hours a student attends your program.

- Communicate with parents the importance of attending
- Making it fun for the students to come back day after day
- Attendance policy- unexcused absences

2A_3. Student Enrollment by Hours Attended and Grade

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 Attendee" when the student attends a Center for 90 hours or more during a reporting period **[NOTE: In prior years, this was measured as 30 or more days attendance; 90 hours aligns to the new federal guidelines].** **Our state goal, however, is for students to attend 100+ hours.**

Attendance by Hours Attended

21APR Federal Reporting Categories	Summer 2021		Fall-Spring 2021-22 School Year		Grant Year 2021-22	
	#	%	#	%	#	%
a) Number of students attending 1-15 hours	2	1.5%	8	7.4%	6	3.1%
b) Number of students attending 15-44 hours	8	5.9%	65	60.2%	41	21.4%
b) Number of students attending 45-89 hours	108	80.0%	25	23.1%	87	45.3%
b) Number of students attending 90-179 hours*	17	12.6%	10	9.3%	57	29.7%
c) Number of students attending 180-269 hours*	0	0.0%	0	0.0%	1	0.5%
d) Number of students attending 270+ hours*	0	0.0%	0	0.0%	0	0.0%
Total Attendees**	**135**	**100.0%**	**108**	**100.0%**	**192**	**100.0%**

*"Regular attendees" (90+ hours)
**Total may not add to sum of categories due to missing data.

> # 21.4% of our students have attended our program 100 or more hours during the school year (our participation goal).

Attendance by Grade Level

Term	Type	Grade in School														
		PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Unk
Summer	Not regular	0	15	28	31	20	21	3	0	0	0	0	0	0	0	0
	Regular*	0	10	6	0	1	0	0	0	0	0	0	0	0	0	0
	Total	0	25	34	31	21	21	3	0	0	0	0	0	0	0	0
School Year	Not regular	0	4	24	22	19	20	9	0	0	0	0	0	0	0	0
	Regular*	0	0	0	0	0	5	5	0	0	0	0	0	0	0	0
	Total	0	4	24	22	19	25	14	0	0	0	0	0	0	0	0

*Regular Attendees have attended the program for 90 or more hours.

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[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.

Total Students by Grant Year

	Regular Attendees	Not Regular Attendee	Total
2018-19*	128	63	191
2019-20*	151	104	255
2020-21*	19	188	207
2021-22	**58**	**134**	**192**

*Regular Attendees were previously defined as 30 or more days.

Students Served versus Proposed Number of Students to Be Served

Total Students			Regular (90+ hours) Attendees		
Total Served*	Target # (Original)	Percent of Target Served	Students Served for 90+ Hours	Target # of Regular Attendees**	Percent of Target Served (Reg.)
192	150	128.0%	58	144	40.3%

*This is total unduplicated counts and includes all terms.   **This is 75% of Total Target.

2A_3a. Student Participation Barriers and Plans
For each student count (total and "regular" (90+ hours) attendees), describe any barriers in achieving targeted enrollment counts. If either of these were not met, what are your plans to meet the attendance criteria in 2022-23.

A. **Total Attendees: 192**
- Attendance policy is set but some families reach out about early pick up
- Staffing challenges
- Low-enrollment due to students/families getting sick
- Cohorts- smaller class sizes, social distancing
  - Plan for 22-23:
    - fully operate programming with 5 staff
    - outside programming- partners

B. **Regular Attendees: 58**
- Staffing challenges limited the number of hours of programming available to students.

2A_4. Student Subpopulations

Total Attendance (Summer + School Year) by Subpopulations and Centers

	Attendees		Race/Ethnicity													
	Total Served	Regular Attendee*	White		Black or African American		Hispanic		Asian		Alaskan or Pacific Islander		Multiracial		Unknown/ Missing	
	N	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Greenway Elementary	93	19	38	41%	6	6%	42	45%	0	0%	0	0%	0	0%	7	8%
McKay Elementary	99	39	40	40%	4	4%	42	42%	5	5%	2	2%	0	0%	6	6%
Total	**192**	**58**	**78**	**41%**	**10**	**5%**	**84**	**44%**	**5**	**3%**	**2**	**1%**	**0**	**0%**	**13**	**7%**

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

Total Attendance (Summer + School Year) by Subpopulations and Centers

	Gender						Emerging Bilinguals				Students with Disabilities			
	Male		Female		Non-Binary		Not EB		E.B.		Not SWD		Students w/ Disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Greenway Elementary	46	49%	47	51%	0	0%	63	68%	30	32%	78	84%	15	16%
McKay Elementary	43	43%	56	57%	0	0%	72	73%	27	27%	79	80%	20	20%
Total	**89**	**46%**	**103**	**54%**	**0**	**0%**	**135**	**70%**	**57**	**30%**	**157**	**82%**	**35**	**18%**

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

	Free/Reduced Lunch Eligibility			
	Not		FRL	
Greenway Elementary	0	0%	93	100%
McKay Elementary	0	0%	99	100%
Total	**0**	**0%**	**192**	**100%**

NEW

Student Subpopulations by Attendance Categories (School Year)

		PreK-5				6-12th			
		Less than 90 hours		90+ Hours		Less than 90 hours		90+ Hours	
		Count	%	Count	%	Count	%	Count	%
Race/ Ethnicity	White	41	41.8%	5	50.0%	0	0.0%	0	0.0%
	Black or African American	5	5.1%	1	10.0%	0	0.0%	0	0.0%
	Hispanic	46	46.9%	1	10.0%	0	0.0%	0	0.0%
	Asian	1	1.0%	2	20.0%	0	0.0%	0	0.0%
	Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	American Indian or Native Alaskan	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Multiracial	5	5.1%	1	10.0%	0	0.0%	0	0.0%
	Unknown/ Missing	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Gender	Male	44	44.9%	6	60.0%	0	0.0%	0	0.0%
	Female	54	55.1%	4	40.0%	0	0.0%	0	0.0%
	Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Emerging Bilinguals	Not Emerging Bilingual	68	69.4%	7	70.0%	0	0.0%	0	0.0%
	Emerging Bilingual	30	30.6%	3	30.0%	0	0.0%	0	0.0%
Student with Disabilities	Not Student w/Disability	82	83.7%	7	70.0%	0	0.0%	0	0.0%
	Student w/Disability	16	16.3%	3	30.0%	0	0.0%	0	0.0%
FRL Eligible	Not FRL	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Free/Reduced Lunch Eligible	98	100.0%	10	100.0%	0	0.0%	0	0.0%

2A_5. Summary of Student Characteristics

🔍 Observation (Summary of Findings):

In this space, describe any noteworthy or surprising results. What comparisons can you make as it relates to student characteristics (grades, subpopulations) and their attendance rates?

- We noticed similarities to school demographics
- Our schools are diverse, mirror demographics in CAFE as well

❓ Interpretation / Explanation of Findings:

Explain the results you summarized above. For example, what are potential causes of the results?

- Applications were sent out in multiple formats (paper form and via online registration). Through this we were able to reach multiple demographics and languages (english and spanish)

For year 22-23 we are anticipating reaching a higher number of attendance due to some additional partnerships and staff

Are the distributions reflective of districtwide or community characteristics?

- We believe that our schools represent the majority of the overall school demographics. For example, below are McKay's 2020-2021 school demographics:
    - 47% White
    - 43% Latinx
    - 5% Asian
    - 18 different languages spoken

2B. PROGRAM ACTIVITIES

2B_1. 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."

Summarize the student activities your program offers.
- **How do you decide what activities to offer (e.g., what information do you use)?**
  - i) Provide a variety of activities
  - ii) Individual conversations with students about their feedback in classes they would like to participate in
  - iii) Activity Leader input and expertise
- **How are student voices and interests captured and reflected in programming?**
  - i) Direct verbal conversations with students
  - ii) 21st CCLC surveys to gauge feedback from students and parents/caregivers
  - iii) Observing the students
- **To what degree are students given choices in programming? Please explain.**
  - i) Students can request for individual activities. A barrier we had during 21-22 was that we did not have enough staffing to provide choices
  - ii) An additional barrier was not being able to mix students due to covid and cohorts

During the grant year, our program offered the following student activities across all centers:

Activity Counts Overall

Category	Summer 2021					School Year (2021-22)				
	# of Activities/ Sessions offered	Average # of Days*	Average # of Hours*	Average # of Participants*	Total Participants**	# of Activities/ Sessions offered	Average # of Days*	Average # of Hours*	Average # of Participants*	Total Participants**
Academic Enrichment						4	7.8	11.6	44	44
Academic Support	11	11.1	43.5	80	159	1	54.0	54.0	12	12

Category	Summer 2021					School Year (2021-22)				
	# of Activities/ Sessions offered	Average # of Days*	Average # of Hours*	Average # of Participants*	Total Participants**	# of Activities/ Sessions offered	Average # of Days*	Average # of Hours*	Average # of Participants*	Total Participants**
Activities for English Learners										
Assistance to Truant, Suspended, or Expelled Students										
Career Competencies and Career Readiness										
Cultural Programs										
Drug and Violence Prevention, and Counseling										
Expanded Library Service Hours										
Healthy and Active Lifestyle						7	9.6	12.3	28	84
Literacy Education						2	5.0	6.5	12	24
STEM						6	13.0	16.3	35	69
Services for Individuals with Disabilities										

Category	Summer 2021					School Year (2021-22)				
	# of Activities/ Sessions offered	Average # of Days*	Average # of Hours*	Average # of Participants*	Total Participants**	# of Activities/ Sessions offered	Average # of Days*	Average # of Hours*	Average # of Participants*	Total Participants**
Telecom. and Technology Education										
Well-rounded Education Activities						11	8.0	11.5	47	140

*These averages are per activity/session within each activity category.

**This is the total count of all students who participated in all activities/sessions within each activity category. These may be duplicated (e.g., a student receiving tutoring and homework help (separate activities) would be counted twice under "Academic Support").

Activity Counts by Center

Category	Greenway Elementary		McKay Elementary	
	Summer # of Activities/ Sessions	School Year # of Activities/ Sessions	Summer # of Activities/ Sessions	School Year # of Activities/ Sessions
Academic Enrichment	0	0	0	4
Academic Support	6	0	5	1
Activities for English Learners	0	0	0	0
Assistance to Students who have been Truant, Suspended, or Expelled	0	0	0	0
Career Competencies and Readiness	0	0	0	0
Cultural Programs	0	0	0	0
Drug and Violence Prevention, and Counseling	0	0	0	0

Category	Greenway Elementary		McKay Elementary	
	Summer # of Activities/ Sessions	School Year # of Activities/ Sessions	Summer # of Activities/ Sessions	School Year # of Activities/ Sessions
Expanded Library Service Hours	0	0	0	0
Healthy and Active Lifestyle	0	4	0	3
Literacy Education	0	0	0	2
STEM	0	3	0	3
Services for Individuals with Disabilities	0	0	0	0
Telecom. and Technology Education	0	0	0	0
Well-rounded Education Activities	0	1	0	10

21st CCLC Local Evaluation Report: 2021-22

2B_1a. Alignment to District/State Academic Standards & Improvement Plans

Describe the process your 21st CCLC program uses to ensure activities are aligned to district improvement plans and Oregon standards.

●   Making sure activities are age appropriate to ensure we're meeting state standards and generally being aware of Oregon standards

In our Action Plan for the 22-23 school year, we have identified the need to strengthen this area of our programming. We have 3 professional development sessions planned with program staff where they will work collaboratively with the Oregon Standards to learn how to identify and connect standards with program offerings. We have a pre-and post assessment we will use to measure the effectiveness of this professional learning for our site staff. This is a major focus for us as we plan for the 22-23 school year as we have one new site coordinator that will be facilitating and planning programming.

To what extent are your activities aligned to these standards?

●   As we reviewed our activities data for the 21-22 school year, we observed that there were many connections to the Oregon state standards naturally embedded into our program offerings. However, we are working towards building capacity for intentional and proactive planning with the Oregon Standards as the foundation. We are excited about this next step!

2B_2. Family Activities
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."

What strategies do you use to encourage family involvement and participation in your program and how did your program decide which activity(ies) to offer)?
●   Direct outreach to families via phone and email (Noting anything emailed is also sent out via hard copy)
●   Making connections with families at events/outreach
●   Implementing feedback from parent/caregiver surveys into our program

A total of 43 family members participated in our program in 21-22 (compared to 218 in 20-21, 290 in 19-20, and 17 in 18-19). The following table shows the number of family members that participated in our program by center.

Family Counts by Center

Center Name	Total Participating in Grant Year*
Greenway Elementary	11
McKay Elementary	32
Total	**43**

*Counts may be duplicated (e.g., family member participated in summer and school year terms).

During the grant year, our program offered the following adult/family activities across all centers:
Adult/Family Activity Counts Overall

Category	Summer 2021			School Year (2021-22)		
	# of Activities/ Sessions offered	Average # of Days*	Average # of Hours*	# of Activities/ Sessions offered	Average # of Days*	Average # of Hours*
Social events/activities						
Cultural program/ activities						
Literacy Skills						
Partnership activities						
Supporting students' academic success	4	8.5	31.8			
Provision of information and support services						

2B_3. Summary of Adult/Family Activities

🔍 Observations (Summary of Findings):
- Just highlighting again, that we had very limited adult activity due to COVID and building restrictions.
- There was a Vaccine event that took place at Greenway that was shared with McKay families.

❓ Interpretation / Explanation of Findings:
- COVID- restricted our building usage
- Future planning: There is a behavior health and wellness room, we hope to convert it into a family wellness space
  - A space for family events (Family connect) 1 event already took place, 1 is set in October,
- Literacy program with targeted 2nd grade families (maybe 9 families)
- Partnering with school events this year (back to school night, fall dance)

2C. Program Operations

Oregon Department of Education requires that on-site services equal a minimum of 12 hours in a typical week, or equal to four service days per week, be open at least 2 hours a day totaling a minimum of 300 program hours per school year.

2C_1. Hours of Operations

The following tables show the operating hours and weeks/days we offered programming in our centers.

Summer 2021 Operating time

Center	Start Date & End Date*	Average Daily Attendance	Total weeks that center was in operation	Average weekly Hours	TOTAL HOURS (weeks* hours)	Avg. Start Time(s)	Avg. End Time(s)
McKay Elementary	July 6-30, 2021	- 62 students enrolled	4	4	76	9:15am	1:15pm
Greenway Elementary	July 6- 30 2021	60 Students enrolled	4	4	76	9:15 am	1:15pm

*This refers to start/end date of programming (first/last day of program with students).

School Year 2021-22 Operating time

Center	Start Date & End Date*	Average Daily Attendance	Total weeks that center was in operation	Average weekly Hours	TOTAL HOURS (weeks* hours)	Avg. Start Time(s)	Avg. End Time(s)
McKay Elementary	11/29-12/16/21 1/18-3/17/22 4/4-6/16/22	- 40-45 students average daily attendance	22	10	187.5	3:00	5:30
Greenway Elementary	?	97 Recorded Participants	?	6	?	3:00	4:30

2C_2. Staffing

During the 2021-22 grant year, our centers had an average 1 : 15 **staff to student ratio** during the school year.

STAFF

The following tables show the number of staff by type.

Staffing by Type

	Summer		School Year			
	#	%	Fall #	Spring #	Total School Year #*	Total School Year %
Administrators	1	10.0%	2	2	3	17.6%
College Students	0	0.0%	2	3	5	29.4%
Community Members	0	0.0%	1	1	2	11.8%
High School Students	0	0.0%	1	4	5	29.4%
Other Non-Teaching School Staff	3	30.0%	1	1	1	5.9%
Parents	0	0.0%	0	0	0	0.0%
School Day Teachers	1	10.0%	0	0	0	0.0%
Subcontracted Staff	0	0.0%			0	0.0%
Other	5	50.0%	1	0	1	5.9%
TOTAL	**10**	**100.0%**	**8**	**11**	**17**	**100.0%**

*Counts within terms are unduplicated; however staff may be duplicated across Summer and School Year.

Staffing by Center (Unduplicated Across all terms)

	Paid Staff	Volunteer Staff	Total Grant Year
Greenway Elementary	17	1	18
McKay Elementary	16	4	20
Total	**33**	**5**	**38**

2C_3. Staff Retention & Recruitment

Please describe staff retention efforts. What successes or "best practices" have you had/used and what challenges have you experienced?
- Efforts:
  - Retention has been a little tough due to hiring college students (folks transfer to another school/ schedule changes so they are not able to continue teaching)
    - best practices:
      - PCC recruitment- future connect scholarship program
      - Indeed sponsorship postings (Greenway)
        - Specific job postings: Creating multiple Activity leader positions, but for a specific role. For example: Greenway CAFE Soccer Coach, or Afterschool Art teacher at McKay Elementary and so on.
    - Challenges:
      - Salary is not super competitive
      - Scheduling is tough

The following table shows the staff totals over the years.

Total Staff by School Year

	Paid	Volunteer	Total
2018-19	21	4	25
2019-20	34	5	39
2020-21	20	6	26
2021-22	**33**	**5**	**38**

2C_4. Staff Training

Summarize any professional development offered (e.g., safety, SEL, alignment to standards, etc.).
- At the beginning of a term, staff are trained with safety protocols, handbook, SEL, Fixed mindset
- If a grading day takes place at school, utilizing that time and space to go over classroom management, safety

In the table below, please provide topic areas, dates, and a brief narrative of how training/PD supports your 21st CCLC Action Plan and grant goals.

Topic	Date(s)	Narrative : How does this training support your 21st CCLC Action Plan and grant goals?
Staff SEL check-ins	On-going site based	SEL check-ins for staff occurred both at individual centers and during district-check-in meetings. Supporting the well-being of staff has positive impacts

Topic	Date(s)	Narrative : How does this training support your 21st CCLC Action Plan and grant goals?
		on their service to youth.
District/Site-Manager Meetings	Monthly for the 20-21 School Year	Supports the alignment of program requires, collaboration, and partnerships
District Safety Protocols		Supports staff training needs and completing district requirements
District Covid Protocols		Supports staff training needs and completing district requirements
Staff orientation		Prior to a new term beginning, staff meet as a whole SUN team to reassess about the term and give any updates about program structure and safety procedures.
Optional Check Ins with Community Schools Leadership	Every Thursday for the year 21-22 SY	Program Managers are available each Thursday morning for informal check ins with Site Managers and other members of the team. Check Ins are sometimes open-ended, and sometimes themed, based on what's going on at the time (e.g. open checking to talk about summer registration, open check-in to talk about narrative report writing, etc.)
CS Department Team Meetings	Every Third Thursday of the month for the SY 21-22	
Data Coordinator Open Office Hours/Troubleshooting	Weekly, Tuesdays for the SY 21-22	The MFS Data Coordinator holds open office hours to support Site Managers entering and analyzing data using our two databases, Service Point and ETO
The Registration Process and Data Collection	9/16/2021	Ensuring our staff are well-trained in this process to help with accurate collection and reporting
COVID and Safety Plans	9/20/2021	To ensure that staff and students are following current guidelines for health and safety
Extended Day Class Planning	9/23/2021	Supporting the academic goals of 21CCLC
Gender and Sexual Minority Inclusivity Training	10/7/2021	Helping to create safe spaces that promote a sense of well-being and belonging for youth development

2C_5. Summary of Staffing

Observation (Summary of Findings):

Our team observed that the number of paid staff from 20-21 to 21-22 increased. This is not surprising due to the effects of Covid-19 on our programming.

We wondered why staff demographics were not reported as in the past so we could see how we are doing in the recruitment and retention of staff of color. We know that our program staff are culturally and linguistically diverse and this data does not show that.

Interpretation / Explanation of Findings:

The number of paid staff do not tell the full story of our program in 2021-22 since the retention of staff and the number of hours worked are not accounted for.

2D. PARTNERSHIPS

How do you encourage partner involvement in your programs? Do they serve other roles not listed below (e.g., part of an advisory board, etc.,)?
- Cold calling/emailing- outreach
- Gauge interest of partners via student voice, families and staff
- Previous partner relationships in the past

Our partners do not serve other roles.

What barriers/challenges have you experienced in identifying and/or recruiting partners and retaining them, and what solutions have worked/been attempted?
- Schedules can be a bit challenging from a partner's perspective
- Partnerships are majority Portland based, difficult since centers are in Beaverton
- Covid impact due to staffing

Solutions:
- SCRAP- charging an extra fee for being out of portland
- Being flexible with schedules

Partners (across all sites)

Partner Name	Provide Evaluation Services	Provide Funding / Fundraise	Provide Activity Related Services	Provide Goods & Materials	Provide Volunteer Staffing	Provide Paid Staff	Other
Art World School	0	0	1	0	0	0	0
Beaverton City Library	0	0	1	0	0	0	0
Beaverton City Library,	0	0	1	0	0	0	0
Beaverton Nutritional Services	0	0	0	1	0	0	0
Friends of Tualatin River National Wildlife Refuge	0	0	0	1	0	0	0
Jesuit High School, Portland Junior Scientists	0	0	1	0	0	0	0
Legarza Sports	0	0	1	0	0	0	0
Live, Laugh, Love Art Studio	0	0	1	0	0	0	0
Lovejoy Workshop	0	0	1	0	0	0	0
Northwest Children's Theater	0	0	1	0	0	0	0
Northwest Children's Theater	0	0	1	0	0	0	0
Play Fit Fun	0	0	1	0	0	0	0
Rose City Basketball	0	0	1	0	0	0	0

Partner Name	Provide Evaluation Services	Provide Funding / Fundraise	Provide Activity Related Services	Provide Goods & Materials	Provide Volunteer Staffing	Provide Paid Staff	Other
Scrap Creative Reuse	0	0	1	0	0	0	0
Street Soccer USA	0	0	1	0	0	0	0
TUALATIN HILLS PARK & RECREATION DISTRICT	0	0	1	0	0	0	0
YMCA Beaverton Hoops	0	0	1	0	0	0	0
Young Audiences	0	0	1	0	0	0	0
Total	**0**	**0**	**16**	**2**	**0**	**0**	**0**

Partners by Type

Partner Name	Total	Percent
School District	1	5.6%
Community-Based Organization	2	11.1%
Faith-based Organization	1	5.6%
Charter/Private School	0	0.0%
College or University	0	0.0%
For-Profit Entity	6	33.3%
National Affiliated Non-Profit Agency	5	27.8%
Other/Unknown	0	0.0%
Health-based Organization	0	0.0%
Government Agency/Dept	3	16.7%

2E. PROCESS MEASURES SUMMARY (REFLECTION)
Review your data and narrative from prior sections. Based on the information provided, complete the following:

2E_1. Strengths:
What does the process data tell you in terms of strength(s)? Describe at least 2 of your program's greatest strengths or successes in terms of students and/or families served, staffing, operations, and/or partnerships.

- Strength- students in programming represent current school demographics, serving the students we are suppose to
- Make CAFE enjoyable for students with being understaffed

- Celebrating in-person programming

2E_2. 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 (at least 2)? Prioritize them in order of importance.

Need/Issue to Be Addressed	Why is this important to your work with youth?
Family engagement/activities	Due to limits last year, we weren't able to have as many events as we would have hoped for. A growing potential for school year 22-23
Variety in class offerings for students	Tied with staffing/retention, input student voice from surveys and feedback, creating a sense of belonging
Staffing/retention	Creating consistency for students and families, increase our participant numbers

Part 3. To What Extent are We Meeting 21st CCLC Grant Objectives?

The following Program Success story illustrates how our program is making a difference.

NEW

3A. OUR 21ST CCLC SUCCESS STORY

"**Teaching Social Emotional Learning for Students Through Dungeons and Dragons**

In February 2021, RAND Corporation's American School District Panel conducted a survey of 434 district leaders across the US. The survey found that 77% of district leaders felt that "their students were behind in their social and emotional skill development compared with where they were in fall 2019" , and 20% felt that their students were "much further" behind (https://www.rand.org/pubs/research_reports/RRA956-2.html). Further, in a 2020 survey conducted by Educators for Excellence, 71% of primary school teachers reported hearing concerns from students about social concerns, and 60% of primary school teachers reported hearing concerns from students about emotional concerns (https://e4e.org/sites/default/files/voices_from_the_virtual_classroom_2020.pdf).

As a result of these concerning statistics, McKay's CAFE program put a special emphasis on social emotional learning during the 21-22 school year. One prime example of SEL programming that we cultivated at McKay is the Dungeons and Dragons (DnD) group. DnD is a cooperative, role-playing table-top game set in a fantasy world. Participants create their own characters with individual abilities, and together the participants work together to accomplish challenges. Our students had to learn how to communicate with each other, make decisions together, and compromise and cooperate in order to achieve their goals in-game. In addition to learning interpersonal skills, participants engage their creativity in an exciting and exploratory way.

We started this activity in November '21, and throughout the school year it grew in popularity so much that students elected to have DnD twice a week, instead of once a week, and students had to be added to a waitlist to be able to join that particular activity. We have already started programming for the Fall '22 term, and students were very excited for the opportunity to restart DnD.

As a result of our push on social emotional learning:
- 87.1% of participants who were in need of improvement demonstrated positive changes in student engagement
- 87.5% of students reported positive student-adult relationships at the program
- 78.1% of students reported sense of belonging at the program
- 71% of students reported self-regulatory behaviors and 78.1% reported resilient behaviors
- 93% of students reported feeling safe at the program and on their way to/from the program

There is still a long way to go in regaining and relearning the skills that students lost during virtual learning due to the pandemic, but these statistics show hopeful, positive outcomes as a result of our efforts.

CAFE finds a way to make a difference no matter what.

Due to staffing limitations it became clear that the Greenway CAFE after school program would need to temporarily shut down for spring and summer of 2021. This was, of course, a massive disappointment both to us and the communities we serve. However, after some thinking, we found a way to continue making a difference even in the program's absence.

Our program had a lean towards an art focus already so we decided to lean further in this direction and create art kits complete with supporting material and supplies for 8 weekly lessons. Supporting materials included a step by step lesson plan for each project as well as a narrated demo video available on the greenway CAFE website. We also included additional worksheets that didn't have to do with any specific lesson, such as coloring sheets and step by step "how to draw" sheets of various animals, objects, and cartoon characters.

The lessons themselves were meant to introduce students to the basic concepts of art and color, starting with a study in light and the anatomy of a shadow and culminating in a self portrait that could be either painted with acrylics or rendered in pastels. Kits included all the supplies to complete every lesson as well as a guide for parents that detailed how messy each project will be so they could prepare accordingly.

At first it was difficult to tell if we had made a difference, we assembled the kits and passed them out but after that we would not have communication with the students until the program started up again. However, now that we are in the new year and are in the classroom again I've seen many students excitedly ask if the kits will be making a return and sharing stories of their experience doing the art lessons. Knowing that these kits made a difference and continued to provide enrichment to the students of Greenway Elementary while we could not do so directly is a great success to me and shows that it's possible to make a difference no matter your resources.

3B. 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 many outcomes in terms of items and scales used to measure the indicators during the 2019-20 grant year. Due to feedback, surveys were shortened which meant that some indicators contain less items, and scales shortened. Moreover, statewide there were significantly less student and caregiver surveys collected during the 2020-21 and 2019-20 as a result of COVID-19 impacts. In 21-22, federal GPRA measures also were added or changed (these are marked as NEW GPRA). Therefore, results over time should be interpreted 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	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21	Year 4: 2021-22
1) 21st CCLC programs explicitly address appropriate grade level academic achievement standards and support students' progress toward graduating career and college ready.	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**	**Not Applicable**	**No data reported**
	c) 50% of 21st CCLC 6-12th 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**	**No data reported**	**No data reported**
2) 21st CCLC programs increase the academic achievement of students who regularly attend the program.	a) Students will demonstrate an improvement in math and reading/English proficiency rates as measured by state assessment data (**NEW GPRA**)	**Not available**	**ELA** **Comparison = 2433.4** **21stCCLC = 2403.0** **Not Met**	**Not yet available**	**Not yet available**

State Objective	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21	Year 4: 2021-22
			Math **Comparison = 2429.8** **21stCCLC = 2406.3** **Not Met**		
	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. **(Old GPRA)**	**36.1% - Reading** **22.7% - Math**	**85.7% - Reading** **(30/35)** **85.7% - Math** **(30/35)**	**80.7% - Reading** **(71/88)** **73.6% - Math** **(64/87)**	**No longer measured**
	c) Students will demonstrate an improvement in GPA as measured by local GPA data (**NEW GPRA**)	NA	**NA**	**NA**	**Not yet available**

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.

21st CCLC Local Evaluation Report: 2021-22

State Objective	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21	Year 4: 2021-22
3) 21st CCLC programs provide youth-centered opportunities that reflect student voice and needs, and complement the school day.	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	87.5% (14/16)	45.2% (14/31)
	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	94.7% (18/19)	87.9% (29/33)
	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	52.9% (9/17)	83.3% (25/30)
4) 21st CCLC programs provide supportive learning environments that engage students in learning and promote positive youth development.	a) All 21st CCLC grantees will meet at least 90% of annual attendance targets as measured by student roster. *(this changed in 2019-20 from 50% of centers to 100% of grantees)*	Students Served = 191 90% of Target = 135 Met	Students Served = 255 90% of Target = 135 Met	Students Served = 207 90% of Target = 135 Met	Students Served = 192 90% of Target = 135 Met
	b) At least 75% of school year participants will be regular attendees (30+ days) as measured by attendance records. (this is per grant requirement)	67% (128/191)	78.5% (146/186)	13.1% (14/107)	9.3% (10/108)

State Objective	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21	Year 4: 2021-22
	c) 65% of 21st CCLC participants who are in need of improvement will demonstrate positive changes in student engagement annually as measured by school day teacher surveys. (**NEW GPRA**, *previously defined as "behavior"*)	32.0% (31/97)	60% (21/35)	73.9% (65/88)	**87.1%** **(27/31)**
	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. (**Prior GPRA**)	27.8% (27/97)	51.4% (18/35)	55.7% (49/88)	**No longer measured**
	e) The school attendance rates of 21st CCLC participants will improve as measured by ODE-provided attendance data. (**NEW GPRA**)	**Not available**	**Comparison = 81.97%** **21stCCLC = 91.17%** **Met**	**Not yet available**	**Not yet available**
	f) The school suspension rates of 21st CCLC participants will improve as measured by ODE-provided suspension data. (**NEW GPRA**)	**Not available**	**Comparison = 0.06** **21stCCLC = 0.02** **Met**	**Not yet available**	**Not yet available**

21st CCLC Local Evaluation Report: 2021-22

State Objective	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21	Year 4: 2021-22
	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	94.4% (17/18)	**87.5%** **(28/32)**
	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	89.5% (17/19)	**78.1%** **(25/32)**
	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	73.7% (14/19)-Self Regulation 89.5% (17/19)-Resiliency	**71% (22/31)**-Self Regulation **78.1% (25/32)**-Resiliency

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	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21	Year 4: 2021-22
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.	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	100% (16/16)	**90.9%** **(10/11)**

State Objective	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21	Year 4: 2021-22
	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	Not measured	90.9% (10/11)
	c) 100% of 21st CCLC centers will offer family members with educational opportunities by Year 2 of the grant as measured by program administrator surveys.	Not available	100% (2/2)	100% (2/2)	100% (2/2)

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

State Objective	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21	Year 4: 2021-22
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) 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)	Not yet available	Not yet available Note: We show 2 CEP sites (Designated as 100% FRL)
	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	Not yet available	100% of indicators met expectations Met

21st CCLC Local Evaluation Report: 2021-22

State Objective	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21	Year 4: 2021-22
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) 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	Not yet available	**76.9%** of indicators met expectations **Not Met**
	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)	100% (21/21)	**82.4%** (14/17)
	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	Not yet available	**Met**
8) 21st CCLC programs provide a safe, nutritious and healthy environment for all students.	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	Not measured	**86.2% - students (25/29)** **90% - parents (9/10)**
	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.	83.3% (10/12)	100% (30/30)	Not measured	**93.5%** (29/31)

State Objective	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21	Year 4: 2021-22
	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	Not yet available	**Met**
9) 21st CCLC programs implement high quality operations and evidenced-based activities that are regularly evaluated through a continuous improvement process.	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	100% (16/16)	**100%** **(11/11)**
	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)	90% (9/10)	**N<10**
	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	92.5% (Statewide Result)	**92.7%** (Statewide Result)
	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)	Not measured	**N<5**

3B_1. Outcome Results by Centers

The following table shows results for each center (see PCT rows which represent the percents obtained).

Objectives met are in green cells and objectives not met are in light red.

	Greenway Elementary	McKay Elementary
OBJ1a_Percent		
OBJ1a_Denominator		
OBJ1a_Numerator		
OBJ1c_Percent		
OBJ1c_Denominator		
OBJ1c_Numerator		
OBJ3a_Percent		45.2
OBJ3a_Denominator		14
OBJ3a_Numerator		31
OBJ3b_Percent		87.9
OBJ3b_Denominator		29
OBJ3b_Numerator		33
OBJ3c_Percent		83.3
OBJ3c_Denominator		25
OBJ3c_Numerator		30
OBJ4a_Total_Served	93	99
OBJ4a_Target	68	68
OBJ4a_Met?	Yes	Yes
OBJ4b_SY_Reg_Percent	0.0	15.6
OBJ4b_SY_Reg_Denominator	0	10
OBJ4b_SY_Reg_Numerator	44	64
OBJ4c_Percent		87.1
OBJ4c_Denominator		27
OBJ4c_Numerator		31
OBJ4g_Percent		87.5
OBJ4g_Denominator		28
OBJ4g_Numerator		32
OBJ4h_Percent		78.1

	Greenway Elementary	McKay Elementary
OBJ4h_Denominator		25
OBJ4h_Numerator		32
OBJ4iSR_Percent		71.0
OBJ4iSR_Denominator		22
OBJ4iSR_Numerator		31
OBJ4iR_Percent		78.1
OBJ4iR_Denominator		25
OBJ4iR_Numerator		32
OBJ5a_Percent		90.9
OBJ5a_Denominator		10
OBJ5a_Numerator		11
OBJ5b_Percent		90.9
OBJ5b_Denominator		10
OBJ5b_Numerator		11
OBJ5c_FamilyParticipants	11	32
CEP School?	Yes	Yes
OBJ6c_IndicatorsMet	100.0	100.0
OBJ6c_MetGoal?	Yes	Yes
OBJ7a_IndicatorsMet	69.23	84.62
OBJ7a_MetGoal?	No	No
OBJ7b_Percent		82.4
OBJ7b_Numerator		14
OBJ7b_Denominator		17
OBJ7c_MetGoal?	Yes	Yes
OBJ8a_Percent_Student		86.2
OBJ8a_Denominator_St		25
OBJ8a_Numerator_St		29
OBJ8a_Percent_Parent		90.0
OBJ8a_Denominator_Pt		9
OBJ8a_Numerator_Pt		10
OBJ8b_Percent		93.5

	Greenway Elementary	McKay Elementary
OBJ8b_Numerator		29
OBJ8b_Denominator		31
OBJ8c_Met?	Yes	Yes
OBJ9a_Percent		100.0
OBJ9a_Numerator		11
OBJ9a_Denominator		11
OBJ9b_Percent		83.3
OBJ9b_Numerator		5
OBJ9b_Denominator (N>4)		6

*Unk = Unknown

3B_2. Survey Results

Surveys were obtained from Caregivers, Students, Teachers, Administrators, and Staff. These are shared in Appendix A.

We are pleased with the survey results while recognizing the results for last year are only for our program at McKay. The results are consistent with prior years and speak to the quality of the program and benefits to students and families. The survey results confirm the need to provide more student voice in determining program activities.

3B_3. Local Objectives and Indicators

No local objectives.

3B_4. Outcome Measures Summary (Reflection)

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

3B_1. Strengths:

What does the process data tell you in terms of strength(s)? Describe at least 2 of your program's greatest strengths or successes in terms of students and/or families served, staffing, operations, and/or partnerships.

- 100% of parents reported satisfaction and value with the 2021/2022 CAFE program
- Students served in the program are representative of the diverse population of the school as a whole
- 93.5% 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.

3B_2. 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 (select at least 2)? Prioritize them in order of importance to you in the table below.

Need/Issue to Be Addressed	Why is this important to your work with youth?
Low response rate for surveys from parents	We would love to implement their voice and feedback into our programs
Low numbers for regular attendance	Hopefully be able to retain staff and provide more classes to improve our attendance numbers
Program hours	We are not meeting our target goals. We want to ensure we are providing enough program hours each day.

3C. Sustainability

a) Summarize how sustainable your 21st CCLC fiscal and programmatic components are currently. Consider the ways in which you have coordinated use of funds with other federal, state and local funding sources.

Beaverton CAFE does not receive funding other than the 21st CCLC grant for the school year program. State and local funds supported expanded summer school programming in the summers of 2021 and 2022.

b) What plans do you have for your sustainability efforts in 2022-23?

Beaverton CAFE plans to continue to use the 21st CCLC grant for the 22-23 school year, and we plan to reapply for the grant for the 23-24 school year.

Part 4. CQIP and Dissemination of Evaluation Findings

4A. Continuous Quality Process

4A_1. Usage and Capacity Building

Describe how your program uses the Local Evaluation Report, Program Reflection Tool and Action Plan *with staff* to inform continuous improvement.

Our 21CCLC team works collaboratively all year long to review our data, make adjustments, and plan for implementation. Our local evaluation report, reflection tool and action plans drive our work.

Our 21CCLC program team consist of:

-Program Director

-Center Coordinators (Metropolitan Family Service)

-Agency supervisors (Metropolitan Family Service)

4A_2. Improvement Planning

a) Within your prior Action Plan (for the 21-22 grant year), you outlined how progress would be measured for each priority area. Please summarize the extent to which you met the progress indicator <u>for each priority area</u>. In other words, how do you know if progress was made toward each of your priority areas?

Unfortunately due to staffing transitions, our 21-22 Action plan was not completed. We will be completing our 22-23 Action Plan with the intention of reflecting on the data above.

b) Based upon your <u>new</u> Action Plan (due Oct. 15, 2022), describe what program changes/improvements you plan to implement for the 2022-23 SY.

We've identified two priority areas for the 22-23 school year:

1. Professional Learning around the Oregon Learning standards

2. Increase family engagement

Improvements we are making:

1. Targeted professional learning for center coordinators around the Oregon State standards.

2. Tracking of the learning standards and how they connect to program offerings.

4B. Dissemination of Evaluation

How will you use this report and disseminate findings to relevant stakeholders[2]? Include information such as to whom findings will be shared, what format(s), and frequency (a communication plan).

The Local Evaluation Report will be shared with the following stakeholders:

- Principals of 21CCLC sites

- District Instructional Leadership Team (Program Director will share at a regularly scheduled meeting and gather feedback)

- Made available on the websites of 21CCLC centers (coordinated with site office managers) in addition to the District's website.

- Shared with SUN community Schools leadership (Program Director will share at regional meeting)

The Project Director will also produce an evaluation summary report (2 pages) that will be posted and shared with stakeholders.

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[2] Stakeholders may include advisory board, parents/family members, students, district/school partners (administrators and teachers), community partners, etc.

Appendix A: Survey Results

Links are only available if 10 or more surveys were completed per respondent type.

Links are valid until 06/01/2024.

Grantee / Centers	Caregiver Survey	Student Survey	Teacher Survey Part2	Staff Student Engagement Survey	Program Staff Survey	Grantee / Centers
Greenway Elementary						
McKay Elementary	https://reporting.alchemer.com/r/434162_62ec2745797365.54515741	https://reporting.alchemer.com/r/434162_62ed89dd0fa7b0.37528598	https://reporting.alchemer.com/r/434162_62fbf369db0ef2.23092733		https://reporting.alchemer.com/r/434162_62fe6c519c4a61.26548186	

Appendix B: Program Reflection Results

Program Reflection Results by Year (Overall by Quality Elements)

	Year	Program Admin.	Staff Qual. / Training	Partnerships	Evaluation & CQIP	Sustainability	Diversity & Equity	Physical Environ.	Safety & Health	Interactions & Relations	Youth Centered	SEL & Engage
Greenway Elementary	20-21	69.64	80.36	71.15	71.88	75.00	77.50	75.00	75.00	77.50	73.44	81.25
	21-22	57.14	58.93	50.00	68.75	66.67	47.50	66.67	66.25	75.00	54.69	72.92
McKay Elementary	20-21	71.43	76.79	84.62	71.88	75.00	82.50	75.00	72.50	77.50	75.00	81.25
	21-22	69.64	80.36	55.77	59.38	25.00	75.00	45.83	82.50	87.50	81.25	75.00

2022 Program Reflection Results by Elements (Reflecting on 2021-22 Grant Year)

Element	Sub Element	Total Possible Points	% of Total Score
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	68.75
	1.2 - Operation is supported by well-documented policies and procedures.	16	71.88
	1.3 - Staff have appropriate levels of structure, guidance, and autonomy.	16	81.25
	1.4 - Stakeholder groups support and inform program planning and administration.	12	39.58
	Total	**56**	66.96
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	78.57
	2.2 - Program provides ongoing professional development at all staff levels.	12	62.50
	2.3 - Program ensures staff have an understanding of targeted and diverse learning strategies.	12	81.25
	2.4 - Program promotes a consistent staff presence throughout the program offering.	4	56.25
	Total	**56**	74.11

Element	Sub Element	Total Possible Points	% of Total Score
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	66.07
	3.2 - Program promotes complementary alignment of school day and afterschool through regular communication, resource allocation, and data-sharing	24	64.58
	Total	**52**	65.38
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	75.00
	4.2 - Program engages in regular and ongoing action planning for continuous improvement.	16	60.94
	Total	**32**	67.97
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	60.42
	Total	**12**	60.42
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	78.13
	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
	6.3 - Program supports staff in building cultural competence among staff and with youth through culturally responsive practices, activities, and opportunities.	16	60.94
	Total	**40**	70.63
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	65.63
	Total	**24**	65.63
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	75.57

Element	Sub Element	Total Possible Points	% of Total Score
	8.2 - Program provides a healthy, welcoming, and accommodating environment.	16	70.31
	8.3 - Program provides a healthy, welcoming, and accommodating environment.	12	77.08
	8.4 - Program provides nourishment based on health and wellness standards for children and youth.	8	68.75
	Total	**80**	74.06
9. Interactions/Relationships - High quality after school programs cultivates and maintains positive relationships and interactions among youth, staff, families, and partners.	9.1 - Program staff at all levels develop positive, ongoing connections between and among youth participants and adults in the program.	20	73.75
	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	85.00
	Total	**40**	79.38
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	78.13
	10.2 - Program provides experiential and age-appropriate activities.	12	72.92
	10.3 - Program ensures relevant, authentic, and developmentally appropriate opportunities for youth voice and choice that are reflected in planning and programming.	8	71.88
	10.4 - Program provides opportunities for youth leadership.	8	53.13
	10.5 - Program intentionally supports academic, social, and emotional competence-building.	20	71.25
	Total	**64**	71.09
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	75.00
	11.2 - Programming and activities intentionally support high levels of youth engagement and expectation.	8	78.13
	11.3 - The program environment and activities cultivate a sense of belonging.	12	72.92

Element	Sub Element	Total Possible Points	% of Total Score
	11.4 - Staff receive training in and promote positive behavior supports for reframing conflict.	16	82.81
	Total	**48**	77.60