# 21st Century Community Learning Center Grant:

# 2019-20 Local Evaluation Report

# North Clackamas SD

| Date Report Submitted | January 29th, 2021 |
|---|---|
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| Report Completed by | Amber Barnes, North Clackamas School District<br>State-required data provided by Miriam Resendez, JEM & R LLC |
| Centers | Alder Creek Middle School<br>Lot Whitcomb Elementary School<br>Oak Grove BGC @ Riverside Elementary School<br>Rowe Middle School |
| Feeder Schools | Alder Creek Middle School<br>Lot Whitcomb Elementary School<br>Riverside Elementary School<br>Rowe Middle School |

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

# Table of Contents

# 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" 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:

North Clackamas School District's 21stCCLC Community Learning Center will offer a critical continuum of care and service to a cohort of youth experiencing poverty, trauma, and barriers to learning. This project will increase resiliency, nurture a positive vision for their future and open pathways to post-secondary success. NCSD will focus efforts on two high poverty middle schools and their two Title I feeder elementary schools. Goals align with North Clackamas School District's (NCSD) 2018-2022 Strategic Plan for academic achievement, enrichment and school engagement, academic progress and seamless transitions to middle school and 9th grade, parent engagement, social and emotional learning, with career exploration experiences, and life development for healthy futures. Initiatives will build resilience in children and will extend a school day socio-emotional learning initiative into extended day programs and family supports to buffer against negative health consequences of toxic stress and trauma. NCSD, with previous successful 21stCCLC experience is investing more resources and developing new partners to add new sites and provide bilingual programs. NCSD will serve as Project Manager, properly suited to ensure alignment of 21stCCLC project with District goals, compliance with grant guidelines while offering effective coordination amongst the district for communication, strategic use of resources, with the ability to drive and align attainable outcomes. NCSD partner, Boys & Girls Club of Portland (BGCP) will serve as Site Coordinators, working at four NCSD locations. By joining forces, BGCP and NCSD can play a leading role in facilitating and forging strong community collaborations to improve educational and post-secondary outcomes for high-priority youth, leverage resources (almost $1 million in-kind), and align resources. A supportive and enriching learning environment is critical and must include extended practice time for school-related skills, deliver trauma-informed and culturally appropriate and responsive services and value the potential of all children. This project hinges on the premise that all children want to learn, and our goal is to remove barriers and provide supports for our most vulnerable students and families.

## PROGRAM GOALS/OBJECTIVES:

Aligned with Oregon's long-term goals to prepare youth to graduate college and career ready, our program is designed to engage students and families during out of school time to help meet their needs as follows:

-strong focus on academic support and enrichment to increase numbers of participants who meet/exceed state standards in core subject areas.

-offer a wide variety of programming and services that meet developmental needs and interests of youth.

-engage participants in planning for the future and graduation with a focus on transitions from elementary to middle school and middle to high school and career and technical exploration.

-instill resiliency with Social Emotional Learning to address trauma and mental health issues.

Effective best practices from national agencies will be utilized in order to address the related educational and social-emotional needs of targeted students' families through engaging and enriching educational activities linked to school and their child's learning (through Boys & Girls Club of America (BGCA), Check & Connect, Mind Up, Afterschool Alliance, Department of Education).

Parenting workshops and engagement opportunities will be offered to help mitigate parenting and life challenges that create barriers to academic success for students. Evidence-based programming will include the Check and Connect strategy for retention and case management, Mind Up (CASEL) Select, BGCA's Project Learn, SMART Moves, and Triple Play programs, and community service learning projects.

## HISTORY AND LOCAL CONTEXT:

The students and families at Lot Whitcomb and Riverside Elementary Schools as well as Rowe and Alder Creek Middle Schools experience some of the highest levels of poverty in the district. Lot Whitcomb ES (Free & Reduced rate 100%) feeds into Rowe MS (69% F&R), the two schools with the highest rate of poverty for NCSD. All five elementary schools feeding into Rowe (F&R 56%) are Title I schools. Riverside Elementary School, a Title I and Focus school (F&R 55%) feeds into Alder Creek Middle School (55% F&R) four of the five elementary schools feeding into ACMS are Title I schools. All four targeted schools have almost double the rate of students on IEPs compared to the state average of 9.9%. A stakeholder team analyzed data from multiple sources (district, community-based needs assessments, ODE, census data, DHS reports) and determined the best strategic mode of impacting family and students with extended learning services and supports in selected schools within a K-8 Feeder Model.

Central Milwaukie (Rowe MS) was ranked as a "High Poverty Hotspot" as designated by Oregon Department of Human Services with families experiencing extreme economic deprivation. All four targeted schools represent census tracks with some of the highest concentrations of youth living in poverty. A 2017 Homeless Count identified 2,293 individuals qualifying as homeless with 67% under the age of 18 for Milwaukie.

Academic disparities remain deep and persistent for youth living in poverty, English Language Learners (ELL), and students of color, students with disabilities, and youth experiencing trauma, abuse, and/or depression. Oregon health data showed suicide rates in Clackamas County as one of the highest in the state. All four schools meet the grant criteria of 50% or above free and reduced (F&R) lunch rate with an average 70% F&R rate amongst the schools.

NCSD is focusing Title I-A supplemental supports only at the elementary school level in order to better prepare students to meet Key Performance Indicators of reading at grade level by 3rd grade. Dual Language Immersion (DLI) programs are offered three of the four targeted sites for a total of 852 projected youth in the 2018-19 academic year, to meet a need to increase academic achievement of ELL while promoting multilingualism and affirming diverse identities. Youth and families, especially those with language barriers, need additional supports for key transitions, especially from elementary to

middle, and middle to high school. This project will add new support for EL's by providing extended learning in two languages aligned with the DLI program.

A 23 City Strategies to Engage Older Youth in Afterschool Programs study shows that difficult transitions to high school contribute to high dropout rates, low on-time graduation rates, and low achievement. Targeted school site, Riverside Elementary was a designated "Focus" School due to unmet academic benchmarks. The need for services beyond the school day for students in poverty, those learning English, and students with disabilities is indicated below by comparing academic disparities amongst these groups to achievement of all students. The need for career and technical supports for students is especially glaring in Clackamas County with only 30% of adults in the feeder school census having a Bachelor's degree and with 7% of adults in Clackamas County lacking basic literacy skills. 21st CCLC programs will help reduce the language and literacy gaps and provide CTE opportunities for our students and families.

DHS/OHA data shows Milwaukie area clients with 11th highest participation rate in alcohol and drug programs and the 15th highest rate of participation in mental health programs throughout Oregon. Clackamas County leads the three Portland Metro areas in rates of suicide per 100,000 despite other counties having more residents (2017). Suicide ranks third for ages 15-34 and is the leading cause of death only second to car crashes with poverty and depression as high-risk factors for suicide for Clackamas County. The majority of students in these targeted schools have experienced one or more Adverse Childhood Experiences (ACES).

High rates of hunger for NCSD health equity zone include a lack of access to healthy food, and a need for meals after school and during summer months. Parent focus groups report needing to work and needing to have a trustworthy adult-supervised, safe place for their children to spend time, as a highest priority. With waiting lists over 100 youth deep for the fee-based NCSD afterschool childcare program and a lack of providers that accept ERDC supplements, there are no other options for low-income families to receive supervision and academic supports for their children. Clackamas County lacks sufficient access to mental health care due to insufficient numbers of mental health workers in Clackamas (one mental health provider for every 476 people).

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

In mid-March, all programs were on track to meet or exceed their annual service targets as outlined in the grant application. When the COVID-19 outbreak required schools to close down, our programs had to pause services unexpectedly. As the outbreak spread and schools remained closed to in-person classes, we worked with our partners to adjust programs to align with school procedures and complement distance learning classes. In the Spring and throughout the summer, our school district adopted an asynchronous-only model in the interest of equity and student safety. Time was needed to get everyone equipped with adequate technology and for professional development to take place in order to ensure the digital safety of students, families, and staff.  Once these provisions were in place, we were able to provide asynchronous virtual academic support and enrichment to students via Google Classroom and Google Sites. We saw a dramatic decrease in program attendance that mirrored the decreased engagement that schools were seeing during distance learning during the Spring semester. We saw an increase in students and families in need of wraparound supports (counseling, housing assistance, food assistance, etc.) and shifted some of our focus to connecting families to resources in these areas. We also began providing more activities for students and families targeted at supporting

social emotional learning and crisis management. 21st CCLC program staff worked closely with school staff to stay connected with students and families during this time.

## 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

At our elementary school programs, we open an initial application window to all students and families in the school. Once the initial application window closes, program staff meet with school administrators, counselors, and behavior specialists to identify students who would benefit most from the program. Those students are then enrolled into the program for the term. The others are placed on a waitlist and enrolled as space becomes available. We continue to accept applications throughout the year and enroll students who have the highest need on a rolling basis. Priority is given to students experiencing homelessness or to demonstrating an increased need for additional supports after school.

For our middle school programs, we offer open registration. With the variety of activities offered after school, there is capacity for students to participate in things that interest them. Program staff also work with school administration, teachers, and counselors to target and personally invite students who would

benefit from the program based on academic performance, discipline referrals, absenteeism, and other risk factors.  We also develop and advertise specific programming to targeted populations, for example, Unified Sports for students with disabilities and Spanish-language leadership programming for our ELL/DLI students.

## Student Retention Strategies

In order to retain students in the program, we case-manage attendance including incentive programs and offering high-interest, targeted programming based on student and family feedback.  We also drop students (with the chance to re-enroll) if they are registered but do not attend the program for more than two weeks, freeing up space for additional students to enroll in and attend the program

In order to retain students from program year to program year, we offer priority registration to our current students and conduct transition meetings with middle school program staff to introduce programs to current elementary students*.*

## 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 | 144 | 470 | 429 | 464 |
| b) Number of students attending 30-59 days* | 11 | 124 | 94 | 128 |
| c) Number of students attending 60-89 days* | 0 | 0 | 0 | 65 |
| d) Number of students attending 90+ days* | 0 | 0 | 0 | 25 |
| Total Attendees** | **155** | **594** | **523** | **682** |

*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.

## 32% 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.

## Total Students Served by Attendance and Year: School Year
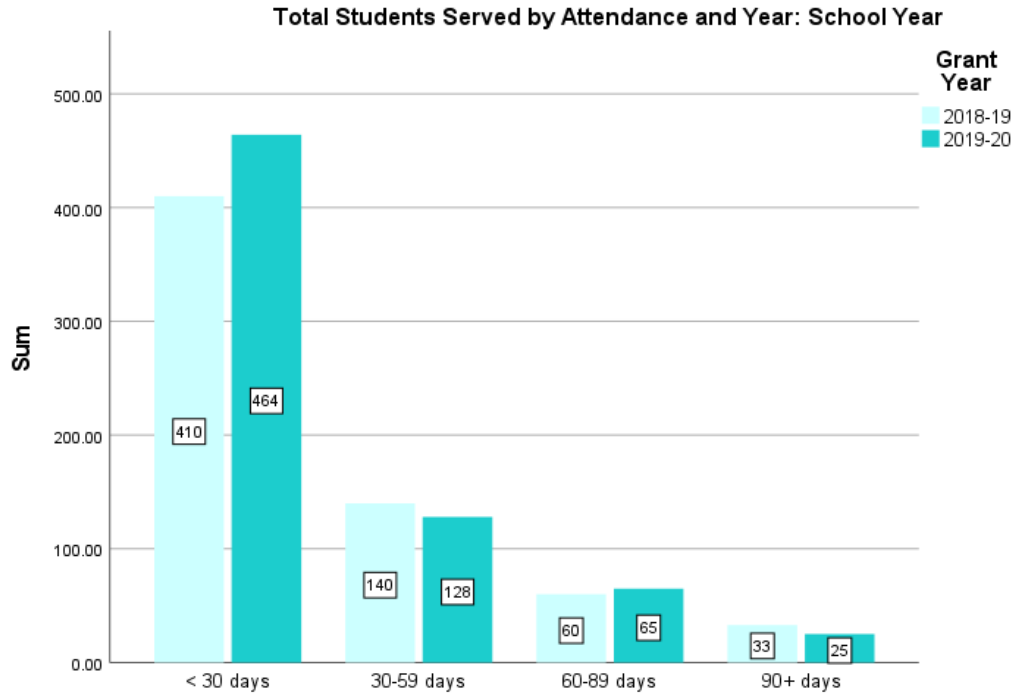


ATTENDANCE BY GRADE LEVEL

| Type | Timing | Grade in School | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Unk |
| **Summer** | Not regular | 0 | 0 | 0 | 10 | 8 | 11 | 11 | 25 | 40 | 39 | 0 | 0 | 0 | 0 | 0 |
| | Regular* | 0 | 0 | 0 | 0 | 3 | 0 | 6 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 10 | 11 | 11 | 17 | 25 | 40 | 41 | 0 | 0 | 0 | 0 | 0 |
| **Fall** | Not regular | 1 | 0 | 10 | 10 | 10 | 19 | 29 | 157 | 121 | 113 | 0 | 0 | 0 | 0 | 0 |
| | Regular* | 0 | 1 | 16 | 18 | 18 | 13 | 9 | 28 | 14 | 7 | 0 | 0 | 0 | 0 | 0 |
| | Total | 1 | 1 | 26 | 28 | 28 | 32 | 38 | 185 | 135 | 120 | 0 | 0 | 0 | 0 | 0 |
| **Spring** | Not regular | 0 | 0 | 15 | 9 | 7 | 18 | 22 | 151 | 97 | 110 | 0 | 0 | 0 | 0 | 0 |
| | Regular* | 0 | 0 | 15 | 13 | 16 | 11 | 8 | 16 | 10 | 5 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 30 | 22 | 23 | 29 | 30 | 167 | 107 | 115 | 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**
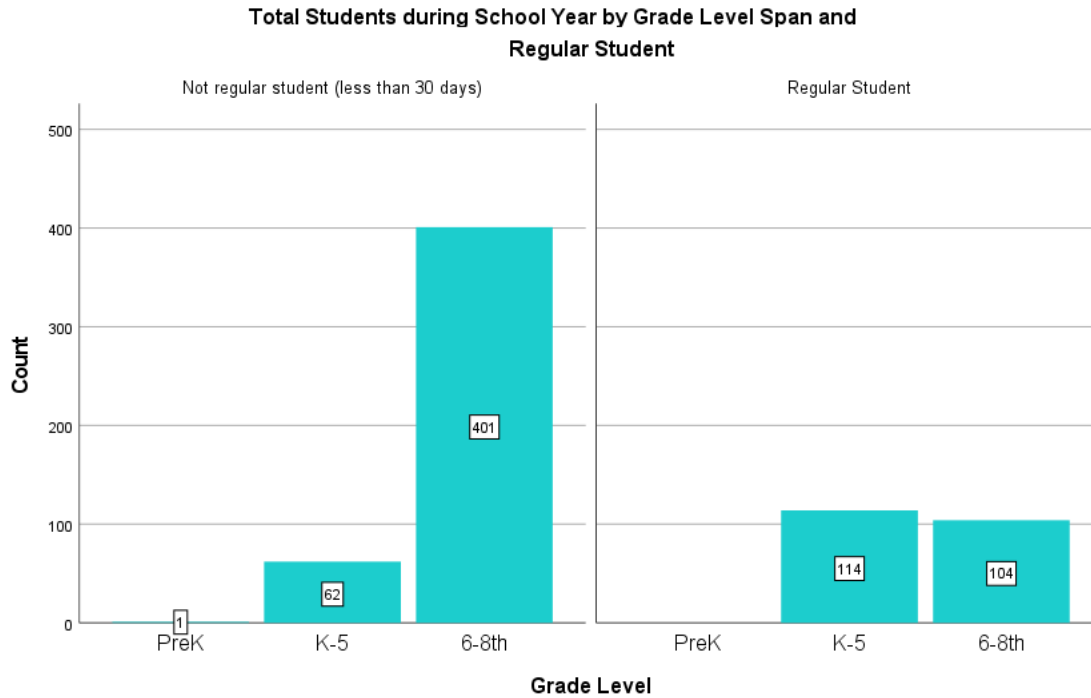


*Counts reflect unduplicated total students that were non-regular or regular at the end of the school year.
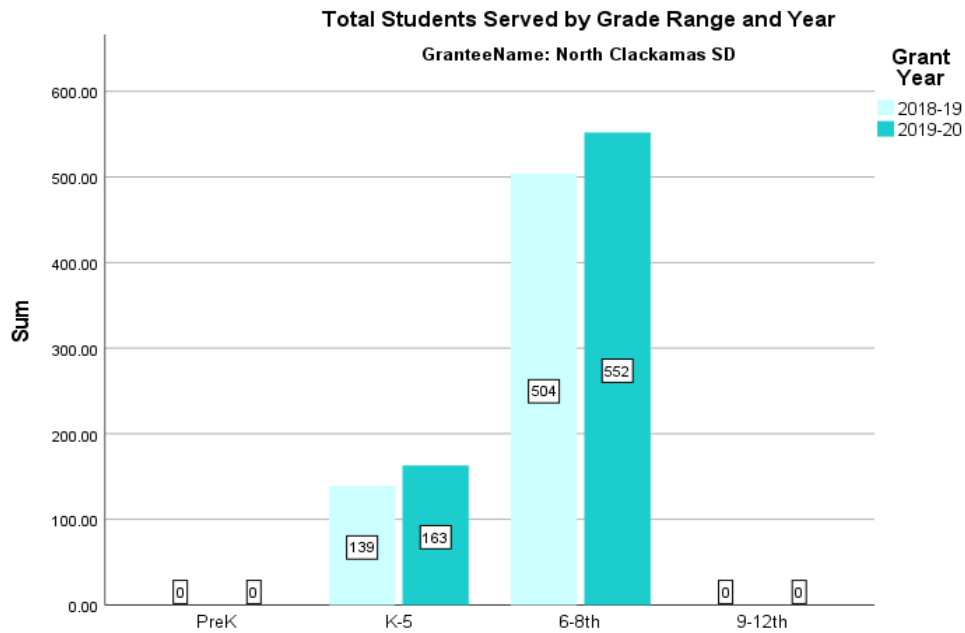


*This is total unduplicated counts and includes all terms.

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.) |
| **715** | 465 | 153.76 | 212 | 349 | 60.79 |

*This is total unduplicated counts and includes all terms.

# 🔍**Observation:**

## **32% of total students attended 30 or more days this year.**

We were on track to meet our targets by the end of the school year before COVID shut in-person programs down.

A large number of students would have hit their 30+ day attendance target to make them a "regular" attender had we been able to remain in regular programming for the rest of the Spring semester.

There were 68 students who attended between 20-30 days and 151 students who attended between 10-20 days.

# ❓**Interpretation:**

When COVID shut our schools and programs down unexpectedly in March, both our school district and our community partners immediately put extensive safety measures in place to protect students and staff online and to ensure equitable access to programs and services. This limited our ability to fully record engagement in 21st CCLC programs by students and families. We were only allowed to offer asynchronous programs and we were asked to focus on social and emotional learning and supporting families in accessing basic services. We also worked closely with schools to assist students and families in learning how to access and use all of the new technology and platforms necessary for participating in distance learning for the spring quarter. Our staff reached out individually to all families of students participating in the 21st CCLC programs and utilized a case management approach to refer them to other community-based services or connect them with school district supports like meal delivery, housing and utility assistance. Initially, we also thought the shutdown would be short-term or at least would not impact the entirety of our summer programming, so had plans to extend our school year programming into the first few weeks of summer to make up for the missed time in person. When it became clear that we would not be returning to school buildings in the summer, we had to pivot again to try and create engaging programming that met the needs of students and families and did not supplant what schools were already doing.

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 | % |
| Alder Creek | 304 | 62 | 182 | 60% | 11 | 4% | 80 | 26% | 5 | 2% | 0 | 0% | 1 | 0% | 25 | 8% |
| Lot Whitcomb | 133 | 87 | 49 | 37% | 5 | 4% | 59 | 44% | 1 | 1% | 0 | 0% | 2 | 2% | 17 | 13% |
| Riverside | 45 | 28 | 28 | 62% | 1 | 2% | 14 | 31% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 4% |
| Wilbur Rowe | 200 | 41 | 108 | 54% | 9 | 5% | 48 | 24% | 2 | 1% | 2 | 1% | 1 | 1% | 30 | 15% |
| **Total** | **682** | **218** | **367** | **54%** | **26** | **4%** | **201** | **29%** | **8** | **1%** | **2** | **0%** | **4** | **1%** | **74** | **11%** |

| | Gender | | | | Limited English Proficiency | | | | Free/Reduced Lunch Eligible | | | | Special Education | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | | Female | | Not LEP | | LEP | | Not FRL | | FRL | | Not SpecEd | | SpecEd | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Alder Creek | 148 | 49% | 156 | 51% | 246 | 81% | 58 | 19% | 157 | 53% | 141 | 47% | 235 | 77% | 69 | 23% |
| Lot Whitcomb | 67 | 50% | 66 | 50% | 94 | 71% | 39 | 29% | 0 | 0% | 130 | 100% | 118 | 89% | 15 | 11% |
| Riverside | 27 | 60% | 18 | 40% | 35 | 78% | 10 | 22% | 0 | 0% | 45 | 100% | 35 | 78% | 10 | 22% |
| Wilbur Rowe | 117 | 59% | 80 | 41% | 175 | 88% | 25 | 13% | 82 | 42% | 114 | 58% | 162 | 81% | 38 | 19% |
| **Total** | **359** | **53%** | **320** | **47%** | **550** | **81%** | **132** | **19%** | **239** | **36%** | **430** | **64%** | **550** | **81%** | **132** | **19%** |

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

## Student Demographic Distributions by Year
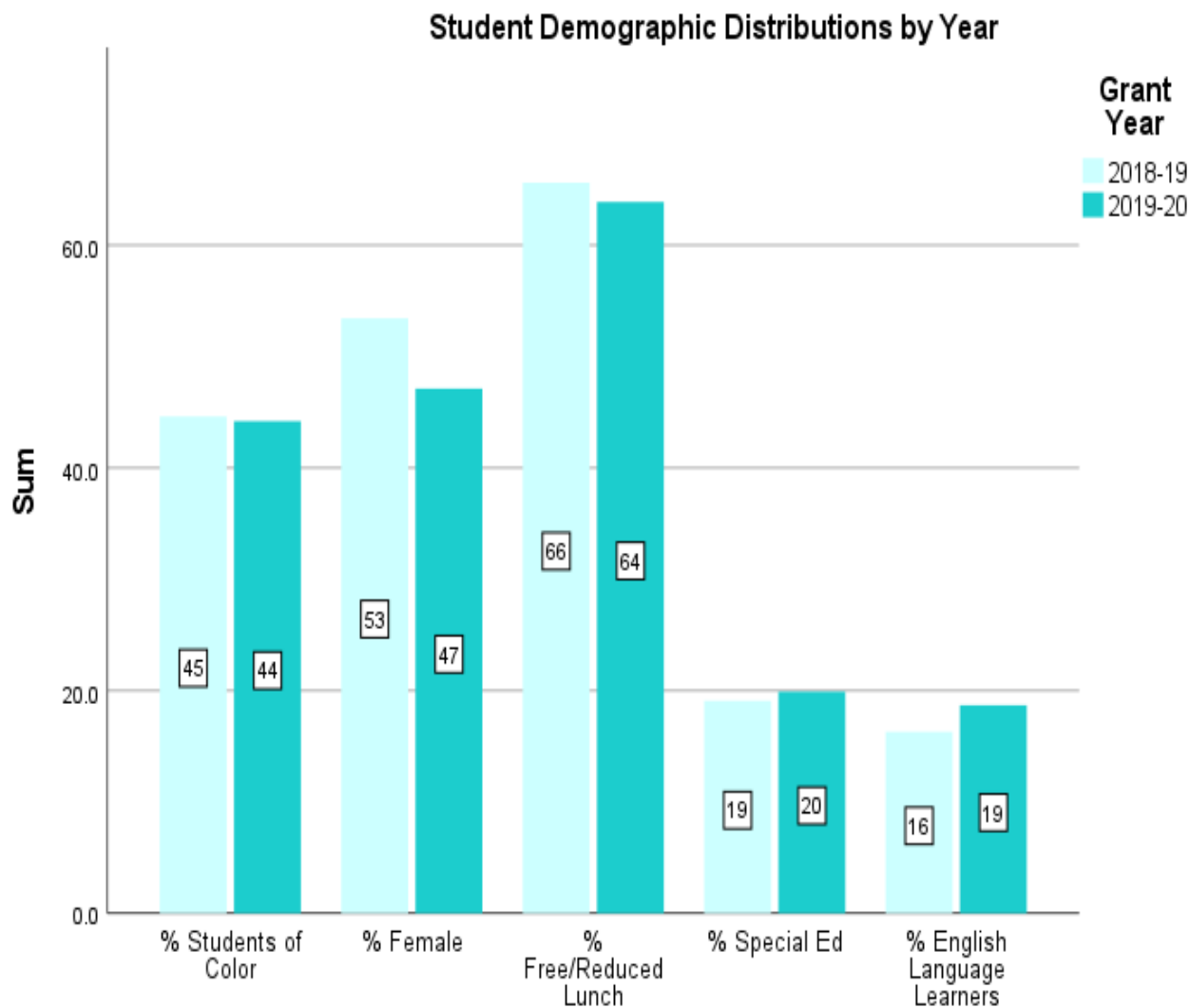


*Percents reflect unduplicated total students across ALL terms.

> ## 19% of our students are English Language Learners and 20% Receive Special Education Services

## 🔍Observation:

A significant percentage of students enrolled in the 21st CCLC after school programs qualify for and receive additional support services during the school day. **In the 2019-2020 school year, we increased the number of students participating in our programs who are identified as English Language Learners by 3%.**

## ❓Interpretation:

At each school, the 21st CCLC program is serving a smaller percentage of students identified as English Language Learners, qualify for Free or Reduced Lunch, and receive Special Education Services in proportion to the school's overall demographics. It can be more challenging to engage these students in after school programming due to the historical barriers families face in navigating systems, acquiring information, and accessing social services across sectors. At the Middle School sites, students who reflect these demographics are also often responsible for caring for younger siblings after school or helping their family with other household responsibilities. We also recognize that both NCSD and Boys & Girls Clubs of Portland's inability to consistently hire and retain bilingual/bicultural teachers and after school staff members creates a barrier to providing the culturally relevant environment for our Latinx students and families that we are striving for.
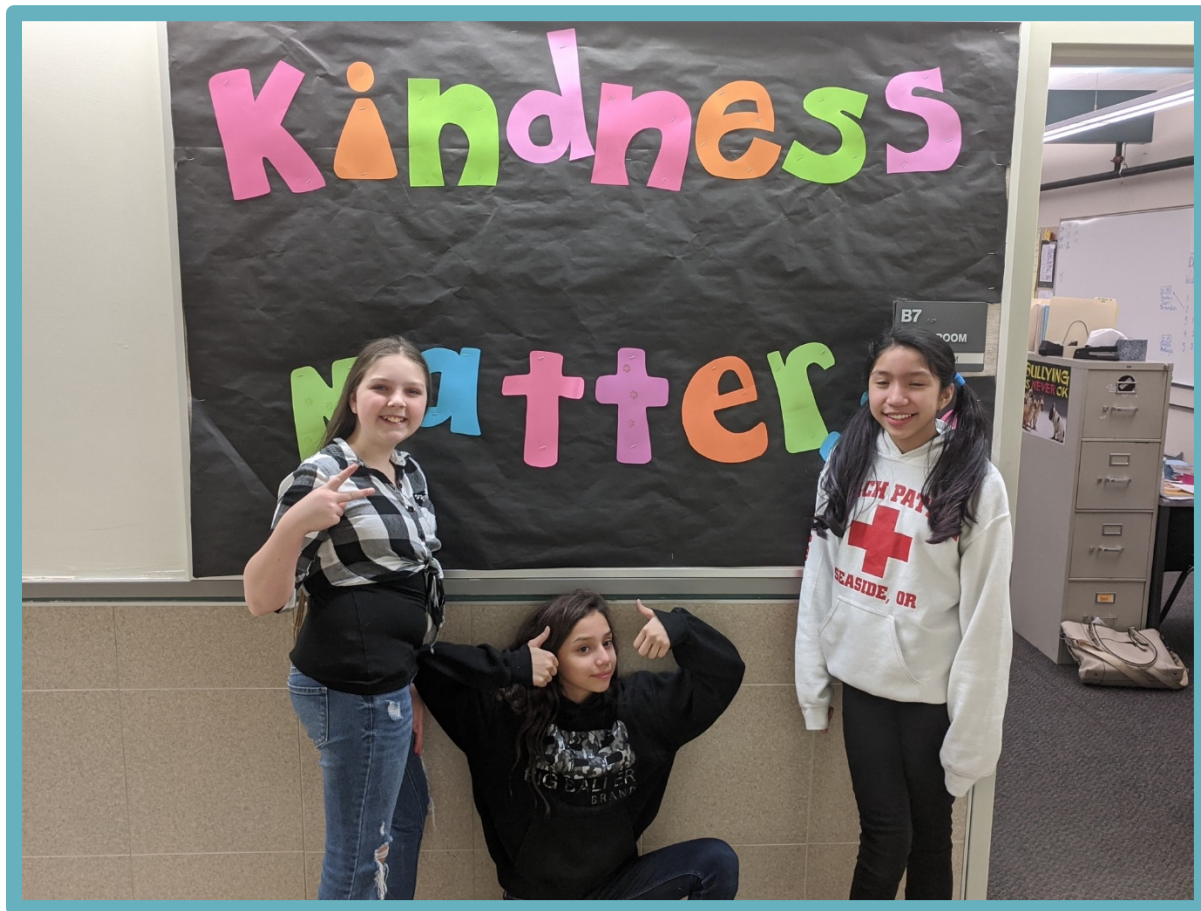
## II.B. Program Activities

### 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."*

Based on the student and community data and needs assessment highlighted in our grant application, we worked with our community partners and teachers, who were previously volunteering to stay after school in order to offer clubs and activities to students, to develop a comprehensive schedule of activities designed to meet needs while remaining high-interest to students. We regularly solicit student feedback about programs they would like to see offered prior to each program quarter. We also include students and parents on our stakeholder committees, which meet quarterly to discuss what program offerings they would like to see offered each session. Program staff also attend parent group meetings and design programming with parent input. Additionally, the 21st CCLC team meets regularly with school administrators, counselors and teachers about programming they feel aligns with their curriculum, school improvement plans, and student needs and interests.

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

| Center | Term | Activity Name | Total Sessions Held within Activity | Total Days Conducted (sum across all sessions) | Avg. Total Hours / Day Conducted |
|---|---|---|---|---|---|
| **Alder Creek Middle** | Summer | Arts and Crafts | 2 | 10 | 4 |
| | | Basketball | 7 | 33 | 4 |
| | | Character Development | 1 | 5 | 4 |
| | | Community Service | 1 | 5 | 4 |
| | | Computer Programming & Coding | 1 | 5 | 4 |
| | | Crypto Club | 1 | 8 | 4 |
| | | Dance | 1 | 3 | 4 |
| | | Digital Photography | 1 | 5 | 4 |
| | | Drawing/ Painting | 1 | 5 | 4 |
| | | Dungeons & Dragons | 1 | 8 | 4 |
| | | Mural Painting | 1 | 10 | 4 |
| | | Nutrition/ Cooking | 3 | 15 | 4 |
| | | Robotics | 1 | 25 | 4 |
| | | SafeSitter Training | 2 | 7 | 4 |
| | | Science Enrichment | 3 | 15 | 4 |
| | | Sculpting/ Ceramics/ Pottery | 2 | 10 | 4 |
| | | Soccer | 2 | 10 | 4 |
| | | Spoken Word (rap, poetry slam) | 1 | 5 | 4 |
| | | Summer Academic Enrichment Program | 1 | 33 | 4 |
| | | Theatre Arts/ Drama | 1 | 5 | 4 |
| | | Traditional Sports | 1 | 5 | 4 |

| | | | | | |
|---|---|---|---|---|---|
| | | Video Production | 2 | 10 | 4 |
| | | Volleyball | 3 | 13 | 4 |
| | Fall | Alcohol/ Drug Prevention | 1 | 62 | 1 |
| | | Arts and Crafts | 2 | 31 | 2 |
| | | Basketball | 1 | 36 | 2 |
| | | Character Development | 10 | 35 | 2 |
| | | College Prep | 4 | 30 | 2 |
| | | Computer Programming & Coding | 1 | 13 | 2 |
| | | Drawing/ Painting | 1 | 13 | 2 |
| | | Fitness and Health/ Wellness | 1 | 12 | 2 |
| | | Gaming | 2 | 23 | 2 |
| | | Gardening/ Landscape | 1 | 13 | 2 |
| | | Mathematics Tutoring | 6 | 58 | 2 |
| | | Nightscape | 1 | 11 | 2 |
| | | Non- traditional Sports | 1 | 13 | 2 |
| | | Oregon Battle of the Books | 1 | 6 | 2 |
| | | Photography | 2 | 20 | 2 |
| | | Reading Tutoring | 4 | 32 | 2 |
| | | SAGA/UNITY Clubs | 1 | 13 | 2 |
| | | Science Enrichment | 3 | 51 | 2 |
| | | Team Building | 1 | 11 | 2 |
| | | Traditional Sports | 5 | 63 | 2 |
| | | Writing Enrichment | 1 | 13 | 2 |
| | | Youth leadership | 3 | 36 | 2 |
| | Spring | Alcohol/ Drug Prevention | 2 | 55 | 1 |
| | | Arts and Crafts | 3 | 28 | 2 |
| | | Character Development | 2 | 18 | 2 |
| | | College Prep | 4 | 37 | 2 |
| | | Computer Programming & Coding | 1 | 9 | 2 |
| | | ESC-Mentoring | 1 | 48 | 1 |
| | | Fitness and Health/ Wellness | 3 | 68 | 1 |
| | | Gaming | 2 | 19 | 2 |
| | | Oregon Battle of the Books | 1 | 9 | 2 |
| | | Photography | 1 | 10 | 2 |
| | | SAGA/UNITY Clubs | 3 | 27 | 2 |
| | | Science Enrichment | 5 | 38 | 2 |
| | | Team Building | 1 | 9 | 2 |
| | | Theatre Arts/ Drama | 1 | 10 | 2 |
| | | Traditional Sports | 4 | 36 | 2 |
| | | Writing Enrichment | 1 | 8 | 2 |
| | | Youth leadership | 3 | 29 | 2 |
| Lot Whitcomb Elementary | Summer | Summer Brain Gain | 1 | 33 | 9 |
| | Fall | Arts and Crafts | 4 | 44 | 2 |
| | | Character Development | 3 | 38 | 2 |
| | | Community Service | 1 | 13 | 3 |
| | | Computer Programming & Coding | 1 | 13 | 3 |
| | | Cooperative Games | 2 | 23 | 2 |
| | | Culinary Arts | 2 | 24 | 3 |
| | | Foreign Language Enrichment | 2 | 25 | 3 |
| | | Science Enrichment | 2 | 37 | 3 |
| | | Sculpting/ Ceramics/ Pottery | 1 | 13 | 3 |
| | | Traditional Sports | 6 | 72 | 3 |
| | | Youth leadership | 1 | 25 | 2 |

| | | | | | |
|---|---|---|---|---|---|
| | Spring | Arts and Crafts | 2 | 21 | 1 |
| | | Career Exploration | 1 | 10 | 2 |
| | | Character Development | 3 | 24 | 2 |
| | | Community Service | 1 | 10 | 2 |
| | | Computer Programming & Coding | 2 | 15 | 2 |
| | | Cooperative Games | 1 | 10 | 2 |
| | | Culinary Arts | 1 | 10 | 2 |
| | | Dance Ã» modern, folk and classical | 1 | 8 | 2 |
| | | Drawing/ Painting | 2 | 17 | 2 |
| | | Fitness and Health/ Wellness | 4 | 101 | 1 |
| | | Foreign Language Enrichment | 2 | 17 | 2 |
| | | Gaming | 1 | 8 | 2 |
| | | Lunch Time Mentoring | 2 | 102 | 1 |
| | | Non- traditional Sports | 2 | 12 | 2 |
| | | Reading Tutoring | 3 | 112 | 1 |
| | | Science Enrichment | 4 | 38 | 2 |
| | | Team Building | 1 | 10 | 2 |
| | | Traditional Sports | 5 | 46 | 2 |
| | | Youth leadership | 1 | 19 | 2 |
| **Rowe Middle** | Summer | Summer Academic Enrichment Program | 1 | 33 | 4 |
| | Fall | Alcohol/ Drug Prevention | 1 | 11 | 2 |
| | | Arts and Crafts | 3 | 39 | 2 |
| | | Career Exploration | 1 | 13 | 2 |
| | | Character Development | 1 | 12 | 2 |
| | | College Prep | 4 | 64 | 2 |
| | | Community Service | 1 | 12 | 2 |
| | | Computer Programming & Coding | 1 | 13 | 2 |
| | | Cooperative Games | 6 | 99 | 2 |
| | | Digital Photo Journalism | 1 | 12 | 2 |
| | | Mathematics Academic Support | 4 | 51 | 2 |
| | Spring | Alcohol/ Drug Prevention | 1 | 9 | 2 |
| | | Arts and Crafts | 2 | 17 | 2 |
| | | Career Exploration | 4 | 38 | 2 |
| | | Character Development | 3 | 20 | 2 |
| | | College Prep | 5 | 56 | 2 |
| | | Community Service | 3 | 28 | 2 |
| | | Cooperative Games | 7 | 65 | 2 |
| | | Digital Photo Journalism | 1 | 10 | 2 |
| | | ESC-MENTORING | 1 | 48 | 2 |
| | | Mathematics Academic Support | 4 | 37 | 2 |

RIVERSIDE ELEMENTARY: CATEGORIES OF STUDENT SERVICES / ACTIVITIES PROVIDED.

| 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 |
| Arts & Music | 1 | 3 | 11 | Weekly | 1 |
| College & Career Readiness | | | | | |
| Community/Service Learning | 1 | | 30 | Weekly | 1 |
| Counseling Programs | | 2 | 8 | Weekly | 1 |
| Drug Prevention | | | | | |
| English Language Learners Support | | | | | |
| Entrepreneurship | | | | | |
| Homework Help | 1 | | 30 | Daily | 1 |
| Literacy | | 2 | 18 | Daily | 1 |
| Mentoring | | 2 | 25 | Weekly | 1 |
| Physical Activity | 2 | 3 | 30 | Weekly | 1 |
| STEM | 1 | 1 | 30 | Daily | 1 |
| Truancy Prevention | | 1 | 4 | Daily | 1 |
| Tutoring | | 1 | 15 | Weekly | 1 |
| Violence Prevention | | 1 | 10 | Weekly | 1 |
| Youth Leadership | 2 | | 30 | Weekly | 1 |
| Total | 8 | 16 | 21 | | 1 |

## Activities in Fall 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 vs Spring 2020. Changes in program operations is noted in the Section II.C - Program Operations.

Our 21st CCLC staff shifted gears and began providing wraparound supports for families and connecting them to social services and other community resources. Additionally, we purchased after school supply kits for students and had them available for pickup and delivery so that students could follow along with the daily and weekly virtual programming offered asynchronously from home. Staff also participated in many hours of professional development on best practices for offering virtual programming, helping students to stay safe in digital classrooms and activities, and how to support families during crisis through a trauma-informed lens focused on social and emotional health and resilience building strategies. Staff also prepared after school enrichment packets and distributed them along with food boxes through a drive through model at our school district's family support center.

CATEGORIES OF STUDENT SERVICES / ACTIVITIES PROVIDED DURING SCHOOL YEAR: Alder Creek Middle

| Student Activity Category | Fall 2019 | | | | Spring 2020 | | | |
|---|---|---|---|---|---|---|---|---|
| | Total Students | Average days (total) students | Average hours (total) | Average hours/day | Total Students | Average days (total) students | Average hours (total) | Average hours/day students |
| Arts & Music | 52 | 8.29 | 14.31 | 1.73 | 39 | 5.74 | 9.69 | 1.69 |
| Community/Service Learning | 13 | 5.46 | 9.23 | 1.69 | | | | |
| Counseling Programs | 3 | 5.67 | 10.00 | 1.76 | 27 | 5.67 | 9.70 | 1.71 |
| Drug Prevention | 18 | 2.00 | 4.00 | 2.00 | | | | |
| Literacy | 65 | 4.57 | 7.78 | 1.70 | 26 | 5.31 | 9.38 | 1.77 |
| Physical Activity | 104 | 7.00 | 11.84 | 1.69 | 61 | 6.02 | 10.52 | 1.75 |
| STEM | 77 | 7.77 | 13.34 | 1.72 | 81 | 5.84 | 9.65 | 1.65 |
| Tutoring | 62 | 3.00 | 4.82 | 1.61 | 79 | 5.68 | 9.76 | 1.72 |
| Violence Prevention | 40 | 3.78 | 6.28 | 1.66 | 47 | 2.89 | 5.17 | 1.79 |
| Youth Leadership | 87 | 7.37 | 12.72 | 1.73 | 66 | 7.45 | 12.92 | 1.73 |
| Other | 75 | 1.17 | 2.35 | 2.00 | 1 | 1.00 | 1.00 | 1.00 |

*May contain duplicates as students can take multiple activities within categories. Refer to EZ Reports for student attendance in individual activities.*

CATEGORIES OF STUDENT SERVICES / ACTIVITIES PROVIDED DURING SCHOOL YEAR: Lot Whitcomb Elementary

| Student Activity Category | Fall 2019 | | | | Spring 2020 | | | |
|---|---|---|---|---|---|---|---|---|
| | Total Students Participating* | Average days (total) students | Average hours (total) | Average hours/day students | Total Students | Average days (total) | Average hours (total) | Average hours/day students |
| Arts & Music | 53 | 14.06 | 33.36 | 2.37 | 30 | 8.03 | 15.30 | 1.90 |
| College and Career Readiness | | | | | 16 | 9.38 | 17.69 | 1.89 |
| Community/Service Learning | 12 | 8.42 | 22.67 | 2.69 | 15 | 7.87 | 14.93 | 1.90 |
| Literacy | 27 | 10.44 | 28.26 | 2.71 | 104 | 25.37 | 15.76 | 0.62 |
| Mentoring | | | | | 25 | 2.92 | 1.20 | 0.41 |
| Physical Activity | 46 | 14.00 | 37.09 | 2.65 | 49 | 6.47 | 12.08 | 1.87 |
| STEM | 54 | 14.65 | 39.57 | 2.70 | 44 | 8.25 | 15.48 | 1.88 |
| Violence Prevention | 20 | 9.90 | 22.90 | 2.31 | 19 | 8.21 | 15.47 | 1.88 |
| Youth Leadership | 47 | 11.28 | 29.19 | 2.59 | 49 | 8.80 | 15.71 | 1.79 |
| Other | 106 | 1.39 | 2.77 | 2.00 | | | | |

*May contain duplicates as students can take multiple activities within categories. Refer to EZ Reports for student attendance in individual activities.*

CATEGORIES OF STUDENT SERVICES / ACTIVITIES PROVIDED DURING SCHOOL YEAR: Rowe Middle

| Student Activity Category | Fall 2019 | | | | Spring 2020 | | | |
|---|---|---|---|---|---|---|---|---|
| | Total Students Participating* | Average days (total) students participated | Average hours (total) students participated | Average hours/day | Total Students Participating* | Average days (total) students participated | Average hours (total) students participated | Average hours/day students |
| Arts & Music | 68 | 6.53 | 10.57 | 1.62 | 33 | 5.79 | 9.94 | 1.72 |
| College and Career Readiness | 42 | 3.50 | 5.33 | 1.52 | 53 | 4.74 | 7.96 | 1.68 |
| Community/Service Learning | 26 | 4.58 | 6.81 | 1.49 | 34 | 4.56 | 7.56 | 1.66 |
| STEM | 33 | 7.91 | 12.30 | 1.56 | 49 | 7.53 | 12.98 | 1.72 |
| Tutoring | 42 | 8.33 | 13.60 | 1.63 | 35 | 5.14 | 8.74 | 1.70 |
| Violence Prevention | 86 | 6.95 | 11.00 | 1.58 | 70 | 6.34 | 10.37 | 1.64 |
| Youth Leadership | 25 | 4.84 | 7.16 | 1.48 | 11 | 5.73 | 9.73 | 1.70 |
| Other | 76 | 1.11 | 2.11 | 1.90 | 3 | 1.00 | 3.00 | 3.00 |

*May contain duplicates as students can take multiple activities within categories. Refer to EZ Reports for student attendance in individual activities.

CATEGORIES OF STUDENT SERVICES / ACTIVITIES PROVIDED DURING SCHOOL YEAR: Boys & Girls Club Riverside

| Activity Name | Typical # of Students Served per Day | | Did activity occur after emergency school closure? (Spring only) | | |
| --- | --- | --- | --- | --- | --- |
| | Fall 2019 | Spring 2020 | No | Yes | Unknown |
| Book Club | | 5 | 1 | 0 | 0 |
| Club Buck Store | 30 | | 0 | 0 | 0 |
| Cultural Art | | 5 | 1 | 0 | 0 |
| D&D | | 20 | 1 | 0 | 0 |
| Drawing | | 5 | 1 | 0 | 0 |
| Dungeons & Dragons | 30 | | 0 | 0 | 0 |
| ESC-Daily Enrichment | | 4 | 0 | 1 | 0 |
| ESC-Mentoring | | 30 | 0 | 1 | 0 |
| ESC-Nutrition | | 30 | 0 | 1 | 0 |
| ESC-Physical Fitness | | 30 | 0 | 1 | 0 |
| Fine Arts | | 5 | 1 | 0 | 0 |
| Flow & Meditation | 30 | | 0 | 0 | 0 |
| Gym | | 30 | 1 | 0 | 0 |
| Homeroom Reading | | 30 | 1 | 0 | 0 |
| Math Games | | 15 | 1 | 0 | 0 |
| National Fine Arts | 30 | | 0 | 0 | 0 |
| Power Hour | 30 | | 0 | 0 | 0 |
| Safe Space | 30 | 10 | 1 | 0 | 0 |
| STEM | 30 | | 0 | 0 | 0 |
| STEM Challenges | | 30 | 1 | 0 | 0 |
| Triple Play | 30 | | 0 | 0 | 0 |
| YFS Group | | 5 | 1 | 0 | 0 |
| Yoga/Meditation | | 10 | 1 | 0 | 0 |

Family Involvement

*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."*

**Each year we strive to align our family engagement activities with activities and programs being held in the schools our programs operate in.**

During the 2019-20 grant year, approximately 3-147 of our youths' family members participated in 21st CCLC programming *during each term* across all sites.

| Center | Grade Span | # of Family Members Participating in 21st CCLC Funded Activity | | | |
|---|---|---|---|---|---|
| | | Summer | Fall | Spring | SY Total* |
| **Alder Creek Middle** | 6th-12th | 0 | 87 | 5 | 92 |
| **Boys & Girls Club - Riverside Elementary** | PreK-5 | | 26 | 51 | 77 |
| **Boys & Girls Club - Riverside Elementary** | 6th-12th | | 3 | 7 | 10 |
| **Lot Whitcomb Elem** | PreK-5 | 0 | 147 | 0 | 147 |
| **Rowe Middle** | 6th-12th | 0 | 94 | 1 | 95 |

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

21st CCLC Local Evaluation Report: 2019-20

FAMILY ENGAGEMENT EVENTS 2019-20

| Center Name | Term | Activity Name | Total Sessions Held within Activity | Total Days Conducted (sum across all sessions) | Avg. Hours / Day Conducted |
|---|---|---|---|---|---|
| Alder Creek Middle | Fall | Back to School Night | 1 | 1 | 2 |
| | | Farm to Fit Family Night | 1 | 1 | 2 |
| | | Supports in Middle School | 1 | 1 | 2 |
| | | Winter Program Celebration | 1 | 1 | 2 |
| | Spring | ESC-Family Connections | 1 | 12 | 1 |
| | | Family Nights | 1 | 1 | 3 |
| | | Internet Safety Parent Workshop | 1 | 1 | 2 |
| Lot Whitcomb Elementary | Fall | Back to School Night | 1 | 1 | 2 |
| | | Family Movie Night | 1 | 1 | 2 |
| | | Family Orientations | 1 | 1 | 2 |
| | | Winter Program Celebration | 1 | 1 | 2 |
| | Spring | Cooking with Your Kids | 1 | 1 | 2 |
| | | ESC-Family Connections | 1 | 12 | 1 |
| | | Making Parenting a Pleasure Class | 1 | 11 | 2 |
| | | STEM Family Night | 1 | 1 | 2 |
| Rowe Middle | Fall | Back to School Night | 1 | 1 | 2 |

| | | Supports in Middle School | 1 | 1 | 2 |
|---|---|---|---|---|---|
| | | Winter Program Celebration | 1 | 1 | 1 |
| | Spring | ESC-Family Connections | 1 | 12 | 1 |
| | | Family Engagement Events | 2 | 2 | 3 |

FAMILY ENGAGEMENT EVENTS 2019-20

| Center Name | Term | Activity Category | Activity Name | Average Frequency (across all sessions) | Avg. Hours / Day Conducted | Avg. # of Participants |
|---|---|---|---|---|---|---|
| Riverside Elementary | Fall | Family social event(s) | Family Dodge Ball | Monthly (1-3 times per month) | 2 | 7 |
| | | | Family Orientation | Monthly (1-3 times per month) | 2 | 22 |
| | | | Holiday Meal | Monthly (1-3 times per month) | 2 | 11 |
| | Spring | Family social event(s) | Family Night | Once per term | 1 | 20 |
| | | Parenting or family management | ESC-Family Check In | Monthly (1-3 times per month) | 1 | 30 |
| | | | ESC-Family Resource Connection | Monthly (1-3 times per month) | 1 | 30 |
| | | Supporting their youth in academics | ESC-Family Food & Supplies | Monthly (1-3 times per month) | 1 | 30 |

## SUMMARY OF PROGRAM OFFERINGS

**Our program offers students the opportunity to participate in a wide variety of activities, learn skills together,  build community, and celebrate achievements. This year, the number of students who participated in the following activities are:**

**Arts & Music 218**

**Literacy 152**

**Community Service/Service Learning 81**

**Physical Activity 370**

**STEM 209**

**Tutoring 134**

**Youth Leadership 219**

**Violence Prevention 221**

**Career Exploration 72**

## 🔍Observation: We offer a wide variety of academic support and enrichment programming for students and families across all school sites. Students are able to choose their activities based on interest and are also targeted for specific programs based on academic or social need.

## ❓Interpretation:

Student interest and choice is what drives attendance for enrichment programs, especially at the middle school level. Factors that may be affecting attendance numbers: some activities are offered multiple times per week and some only once per week; some students have to choose between two or more high interest activities that are offered on the same day at the same time; some activities are only offered for one term while some are offered year-round. Additionally, many high-interest, high-attendance activities saw a drop when COVID required us to offer only asynchronous virtual programming. Students and families reported that not being able to physically be together with their peers contributed significantly to their drop in interest in participating. Some examples: doing at-home basketball skill drills is not as interesting to students as is playing the game on a court with their peers, even given instructions and supplies, some families are not as comfortable leading students in hands-on STEM activities as a program staff who are trained.

## 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.

SUMMER 2019 OPERATING TIME

| Center | Start Date | End Date | Total weeks that center was in operation | Start Time(s) | End Time(s) |
|---|---|---|---|---|---|
| Alder Creek | 06/24/2019 | 08/16/2019 | 8 | 10:00 | 2:00 |
| Boys & Girls Club Riverside | 06/24/2019 | 08/16/2019 | 10 | 7:30 | 5:30 |
| Lot Whitcomb Elem | 06/24/2019 | 08/16/2019 | 8 | 9:00 | 3:00 |
| Rowe Middle | 06/24/2019 | 08/16/2019 | 8 | 10:00 | 2:00 |

SUMMER HOURS

| Center | Monday | Tuesday | Wednesday | Thursday | Friday | Total |
|---|---|---|---|---|---|---|
| Alder Creek | 4 | 4 | 4 | 4 | 4 | 20 |
| Boys & Girls Club Riverside | 10 | 10 | 10 | 10 | 10 | 50 |
| Lot Whitcomb Elem | 6 | 6 | 6 | 6 | 6 | 30 |
| Rowe Middle | 4 | 4 | 4 | 4 | 4 | 20 |

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) |
|---|---|---|---|---|---|---|
| Alder Creek | 09/16/2019 | 12/20/2019 | 01/06/2020 | 05/30/2020 | 4:05 | 6:05 |
| Boys & Girls Club Riverside | 09/16/2019 | 12/13/2019 | 01/06/2020 | 05/30/2020 | 2:00 | 6:00 |
| Lot Whitcomb Elem | 09/16/2019 | 12/20/2019 | 01/06/2020 | 05/30/2020 | 2:45 | 5:30 |
| Rowe Middle | 09/16/2019 | 12/20/2019 | 01/06/2020 | 05/30/2020 | 4:05 | 6:05 |

SCHOOL YEAR HOURS (*PRIOR TO SCHOOL CLOSURES*)

| Center | Monday | Tuesday | Wednesday | Thursday | Friday | Total |
|---|---|---|---|---|---|---|
| Alder Creek | 2 | 2 | 2 | 2 | 4 | 12 |
| Boys & Girls Club Riverside | 4 | 4 | 4 | 4 | 4 | 20 |
| Lot Whitcomb Elem | 2.75 | 2.75 | 2.75 | 2.75 | 2.75 | 13.75 |
| Rowe Middle | 2 | 2 | 2 | 2 | 4 | 12 |

## Staffing

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

STAFFING BY TYPE

|  | Summer* | Fall | Spring |
|---|---|---|---|
| **Administrators** | 1 | 1 | 1 |
| **College Students** | 0 | 0 | 1 |
| **Community Members** | 0 | 2 | 4 |
| **High School Students** | 0 | 0 | 0 |
| **Other Non-Teaching School Staff** | 0 | 1 | 2 |
| **Parents** | 1 | 0 | 0 |
| **School Day Teachers** | 3 | 10 | 16 |
| **Subcontracted Staff** | 13 | 9 | 15 |
| **Other** | 1 | 0 | 0 |
| **Total** | **18** | **22** | **38** |

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

21st CCLC Local Evaluation Report: 2019-20

STAFFING BY CENTER  (UNDUPLICATED ACROSS ALL TERMS)

| | Paid Staff | Vol. Staff | TOTAL |
|---|---|---|---|
| **Alder Creek Middle** | 21 | 7 | **28** |
| **Lot Whitcomb Elementary** | 12 | 1 | **13** |
| **Rowe Middle** | 12 | 0 | **12** |
| **Riverside Elementary** | 6 | 0 | **6** |
| **Total** | **51** | **8** | **59** |

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 | |
| **Alder Creek Middle** | 8 | 20 | 0 | 21 | 2 | 0 | 0 | 0 | 1 | 1 | 3 | 2.15 |
| **Lot Whitcomb Elementary** | 2 | 11 | 0 | 7 | 0 | 1 | 0 | 0 | 0 | 5 | 1 | 3.00 |
| **Rowe Middle** | 3 | 9 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 4.50 |
| **Riverside Elementary** | 2 | 4 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| **Total** | **15** | **44** | **0** | **38** | **2** | **0** | **0** | **0** | **1** | **6** | **12** | **3.60** |

21st CCLC Local Evaluation Report: 2019-20

## Staff Funding and Turnover

Our biggest challenge remains the recruitment of entry level staff by our main community-based contractor. Contributing factors included: an unemployment rate at is lowest since 1994 (>4%), the relatively high cost of living in Portland is high and other programs in the area were able to offer more competitive wages than our main community partner. In addition, the rising costs of benefits and PERS makes it cost prohibitive to hire additional school district-based staffing to fill in staffing gaps and remain within budget.

We utilized best practices around staff recruitment and retention including partnering with local colleges and universities, advertising in a variety of job posting formats and locations, attending career fairs, reaching out to professional networks, recruiting from within our own parent groups and networks, offering substantial training and mentoring of new staff, ongoing professional development opportunities, and flexible scheduling.

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.  73% 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 |
|---|---|---|
| **Alder Creek Middle** | 21 | 19 |
| **Lot Whitcomb Elementary** | 12 | 7 |
| **Rowe Middle** | 12 | 8 |
| **Riverside Elementary** | 6 | 3 |
| **Total** | 51 | 37 |

**Our staff to student ratio is 15:1 or less. We try to keep group sizes small so that staff can develop strong relationships with students and provides space for mentoring within activities. Our program operating hours at the elementary school are Monday-Friday 2:45pm-5:30pm and at the Middle School 4:05pm-6:05 pm with additional Friday evening "Nightscape" hours from 6:00pm-8-:00pm.**

## Staff Training

We provided staff with a diversity of professional development opportunities through the North Clackamas School District, the Boys and Girls Club of Portland and other partner organizations.  Areas of focus included: Youth and adolescent development, social emotional learning, elements of quality programming, continuous improvement, conflict resolution and restorative justice, trauma informed care and racial equity in education.

We aligned our training tracks with current trends in research-based after school professional development offerings as well as school district and community partner strategic priorities.

| Center | Professional Development | # of Attendees | Length of Training |
|---|---|---|---|
| **Alder Creek Middle** | Trauma Informed Care | 6 | |
| **Alder Creek Middle** | ACEs | 6 | |
| **Alder Creek Middle** | Positive Coaching | 6 | |
| **Alder Creek Middle** | Classroom Management | 6 | |
| **Alder Creek Middle** | Program Quality | 6 | |
| **Alder Creek Middle** | Sexual Assault Training | 6 | |
| **Alder Creek Middle** | Equity, Diversity, and Inclusion | 1 | |
| **Alder Creek Middle** | re framing Conflict | 2 | |
| **Alder Creek Middle** | Building Community | 2 | |
| **Alder Creek Middle** | Emotional Intelligence | 6 | |
| **Alder Creek Middle** | Abuse Prevention | 6 | |
| **Alder Creek Middle** | Designing Club environment | 2 | |
| **Riverside Elementary** | Core competencies and essential skills | 6 | 2 |
| **Riverside Elementary** | Best practices - working with Youth BGCA | 6 | 1.5 |
| **Riverside Elementary** | Understanding Clubs Impact - youth driven positive outcomes | 5 | 1 |
| **Riverside Elementary** | Utilization of Available Resources - tools to strengthen service to members | 5 | 1 |
| **Riverside Elementary** | Application of the Outcome Driven Club Experience | 5 | 1 |
| **Riverside Elementary** | YPQ - Youth Program Quality Assessment | 6 | 3 |
| **Riverside Elementary** | Praesidium Abuse Prevention pt. 1-2 | 6 | 2+ |
| **Riverside Elementary** | Praesidium Abuse Prevention pt. 3-4 | 6 | 2+ |
| **Riverside Elementary** | Equity & Inclusion | 5 | 1.5 |
| **Riverside Elementary** | CACFP Civil Rights | 2 | 2 |
| **Riverside Elementary** | Restorative Justice | 3 | 1.5 |
| **Riverside Elementary** | Trauma informed Care | 6 | 4 |
| **Lot Whitcomb Elementary** | Restorative Justice | 4 | 3 |
| **Lot Whitcomb Elementary** | Classroom management | 3 | 2 |
| **Lot Whitcomb Elementary** | Creating High Qualitative program | 3 | 3 |
| **Lot Whitcomb Elementary** | Coaching Youth to be their best | 4 | 1 |
| **Rowe Middle** | Trauma informed care | 3-4 | 6 |
| **Rowe Middle** | Restorative justice practices | 3-4 | 6 |
| **Rowe Middle** | program basics | 3-4 | 6 |
| **Rowe Middle** | youth engagement | 3-4 | 6 |

# Our staff....

STAFFING SUMMARY

## 🔍 Observation: 75% of 21st CCLC Program staff are female and

## 80% of 21st CCLC Program staff are white

## 21st CCLC Program staff participate in significant and relevant trainings throughout the year

## ❓ Interpretation:

Much like our education system in Oregon, most of the staff who work in the 21st CCLC program continue to be predominantly white and female.  Most of our staff are contracted through our community-based partner organizations and school day teachers. We are working closely with our partners to identify ways in which we can expand our staff search to include more racially and culturally diverse candidates and identify training needs that we can provide through the school district or outside resources to give staff who work with our students some foundational knowledge that helps them best serve the populations our students represent.

NCSD and it's partner organizations offer significant professional development opportunities and organizational supports to staff who work in the 21st CCLC programs. Due to this high level of organizational support, the programs are able to continue to offer a broad array of programs and services to students despite challenges with staff retention. Additionally, the program is able to ensure high quality academic supports for students after school by hiring certified school day teachers to serve as 21st CCLC program staff.

## II.D. PARTNERSHIPS

In order to provide a broad range of community-embedded programming, we partner with several community based non-profit organizations. Our primary partner is the Boys & Girls Clubs of Portland Metro. We contract with them to run day to day operations of our school-based sites. They provide a full time Site Director at each site, who works closely with the school administration, staff, and community to design and deliver regular programming to students and families. We also seek out partners to provide programs and services to our students and families that align with our grant goals and needs assessments. We invite our partners to sit on our stakeholder committee and share their perspectives that help inform our overall service delivery model.

PARTNERS (ACROSS ALL SITES)

| Partner Name | Organization Type |
|---|---|
| Boys & Girls Clubs of Portland | Community-Based Organization |
| Boys & Girls Clubs of Portland Metro | Nationally Affiliated Nonprofit Agency - Boys & Girls Club |
| Clackamas Women's Services | Community-Based Organization or other Not-For-Profit Organization |
| Compassion Connect | Community-Based Organization or other Not-For-Profit Organization |
| Girls Inc. of the Pacific NW | Nationally Affiliated Nonprofit Agency - Boys & Girls Club |
| OSU Extension | College or University |
| Milwaukie Ledding Library | Community-Based Organization or other Not-For-Profit Organization |



Partner Organization Type

Organization Type
- College or University
- Community-Based Organization or other Not-For-Profit Organization
- Nationally Affiliated Nonprofit Agency - Boys & Girls Club

20.0%
40.0%
40.0%
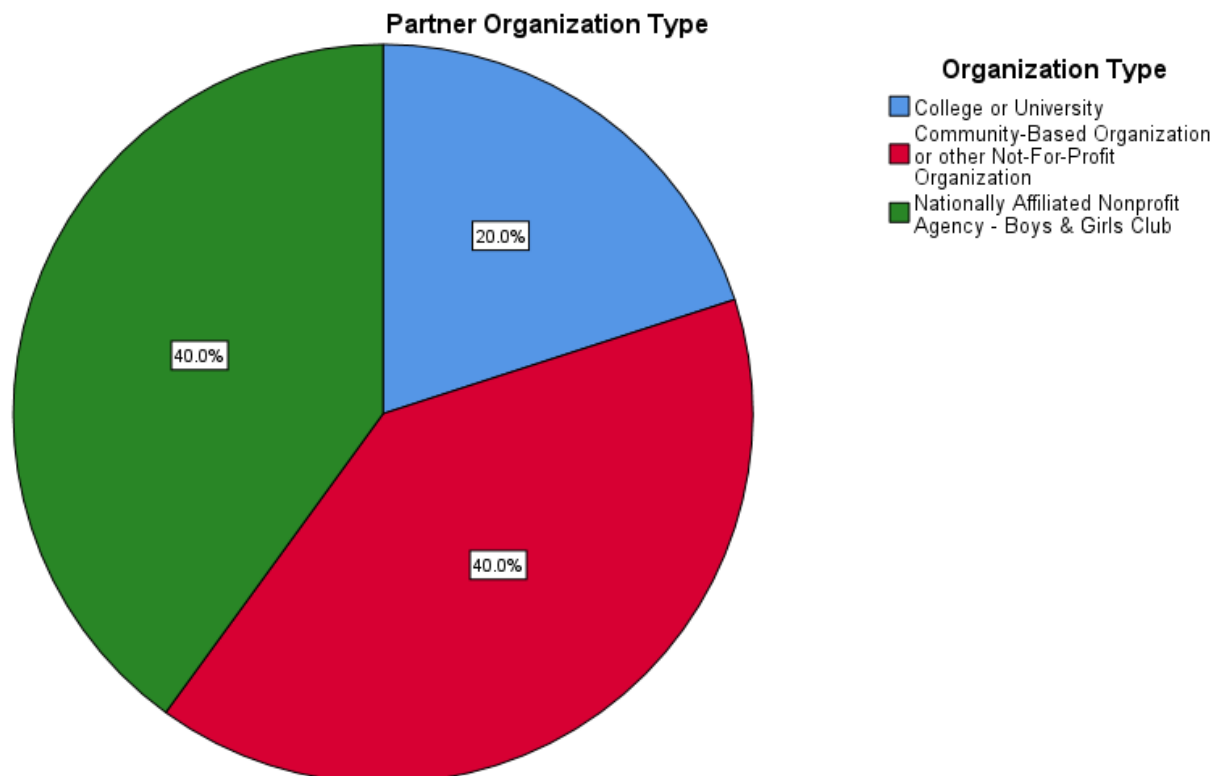
## 🔍 Observation:

We partner with community based non-profit and social service agencies. They provide day-to-day programs for our students and families in addition to parent engagement and educational opportunities.

## ❓ Interpretation:

We have some strong foundational partnerships in place to provide daily programming in our afterschool program and are in the process of developing relationships with other non-profit agencies, businesses, and organizations to round out our array of programs and services. **This past year we sought proposals from other community organizations that offer culturally specific programs for students and families, but ultimately were not able to contract with them before COVID shut down programming. Some of the barriers we faced in providing these programs and services were: lack of culturally specific service providers, lack of organizational capacity to expand services to include NCSD 21st CCLC sites, service models offered by organizations not compatible with 21st CCLC requirements; and cost per student served ratio exceeded budgetary allocation for contracted services.**

### II.E. SUSTAINABILITY

We are continuing to plan for sustainability with our primary community-based partner, the Boys & Girls Clubs of Portland, which has nationally chartered all of our school site programs, indicating a long-term commitment to providing sustained programming in our communities. We are also working with the North Clackamas Education Foundation to secure sustainable sources of financial support from donors in our communities and are designing and launching a fundraising page on their website. In addition, we have a goal of partnering with additional community-based organizations that have their own sustained funding to provide programming to students in our programs. All of our community-based partners saw a dramatic decrease in fundraising efforts during the first few months of the COVID-19 crisis, and many had to lay off  most of, if not their entire, staff.  It is yet to be determined what the long-term economic implications will be for these non-profit partners and our efforts to work together towards full 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 (percents 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 2019-20

| 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 | 58.33 | 2.33 |
| | 1.2 - Operation is supported by well-documented policies and procedures. | 16 | 56.25 | 2.25 |
| | 1.3 - Staff have appropriate levels of structure, guidance, and autonomy. | 16 | 68.75 | 2.75 |
| | 1.4 - Stakeholder groups support and inform program planning and administration. | 12 | 66.67 | 2.67 |
| | **Total** | 56 | 62.50 | 2.50 |
| **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 | 60.71 | 2.43 |
| | 2.2 - Program provides ongoing professional development at all staff levels. | 12 | 66.67 | 2.67 |
| | 2.3 - Program ensures staff have an understanding of targeted and diverse learning strategies. | 12 | 50.00 | 2.00 |
| | 2.4 - Program promotes a consistent staff presence throughout the program offering. | 4 | 50.00 | 2.00 |
| | **Total** | 56 | 58.93 | 2.36 |
| **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 | 60.71 | 2.43 |
| | 3.2 - Program promotes complementary alignment of school day and afterschool through regular communication, resource allocation, and data-sharing | 24 | 66.67 | 2.67 |

| | | Total | 52 | 63.46 | 2.54 |
|---|---|---|---|---|---|
| **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 | 68.75 | 2.75 |
| | 4.2 - Program engages in regular and ongoing action planning for continuous improvement. | | 16 | 62.50 | 2.50 |
| | | Total | 32 | 65.63 | 2.63 |
| **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 | 62.50 | 2.50 |
| | | Total | 40 | 72.50 | 2.90 |
| **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 | 75.00 | 3.00 |
| | | Total | 24 | 75.00 | 3.00 |
| **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 | 72.73 | 2.91 |
| | 8.2 - Program provides a healthy, welcoming, and accommodating environment. | | 16 | 75.00 | 3.00 |
| | 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 | 72.50 | 2.90 |
| **9. Interactions/Relationships** - High quality after school programs | 9.1 - Program staff at all levels develop positive, ongoing connections between and among youth participants and adults in the program. | | 20 | 60.00 | 2.40 |

| | | | | |
|---|---|---|---|---|
| cultivates and 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 | 70.00 | 2.80 |
| | **Total** | **40** | **65.00** | **2.60** |
| **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 | 62.50 | 2.50 |
| | 10.2 - Program provides experiential and age-appropriate activities. | 12 | 58.33 | 2.33 |
| | 10.3 - Program ensures relevant, authentic, and developmentally appropriate opportunities for youth voice and choice that are reflected in planning and programming. | 8 | 75.00 | 3.00 |
| | 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 | 65.00 | 2.60 |
| | **Total** | **64** | **64.06** | **2.56** |
| **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 | 58.33 | 2.33 |
| | 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 | 62.50 | 2.50 |
| | **Total** | **48** | **66.67** | **2.67** |

# Process Measures Summary (Reflection)

## Strengths:

As a 21st CCLC team, we went through this process together by critically analyzing the rating system for each item and agreeing to provide strong evidence for each response at the site level so that we could get an honest and accurate rating of our quality, knowing that we are striving for 4's in everything but in year 2 of our program would likely not be exceeding expectations just yet.

This data also shows that the greatest strengths of the program center around creating a welcoming environment for diverse students and families where participants connect with one another, with staff, and create community within the program. Also, our program is student-centered and driven by student voice, providing activities that are engaging and relevant to students and cultivate a sense of safety and belonging within the program.

## Areas for Improvement:

The results, when disaggregated by program site, indicated that we had one site in need of improvement based on these quality program indicators. Both NCSD administrative staff and our contracted partner supervisory staff were able to provide the intervention and support needed for the rest of the 2019-2020 school year to make those improvements.

Additionally, our lowest scores reflect the struggles we continue to have around staff recruitment and retention by our partner organizations. Many of the scores differed greatly among staff who had been working in the program for a year or more and staff who had been working in the program for less than 6 months. The newer staff did not receive some of the initial training and onboarding that veteran staff have each year at annual staff trainings offered by partner organizations, so were less aware of some of the policies, procedures, strategies, and practices that are in place in the programs.

## Priority Areas and Action Planning:

| Need/Issue to Be Addressed | Why is this important to your work with youth? |
|---|---|
| Program promotes a consistent staff presence throughout the program offering. | Consistent staff presence in the program provides students and families with a sense of safety and predictability. It also ensures that students and families are able to develop long-term, meaningful and positive relationships with adult mentors, which has a significant impact on both the level and quality of their engagement with the program over time. |
| Program ensures staff have an understanding of targeted and diverse learning strategies. | Working with a diverse student population requires staff to be well-versed in multiple modalities that are culturally-relevant, age appropriate, and responsive to divergent student learning needs. |

21st CCLC Local Evaluation Report: 2019-20

# Part III. To What Extent are We Meeting 21<sup>st</sup> CCLC Grant Objectives?

The following Student Success stories illustrate how our program is making a difference in the lives of our youth.

## 21<sup>st</sup> CCLC Student Stories (names have been changed to protect student privacy)

Eli is a 6th grade student who joined the after-school program at one of our middle schools this year. Eli was struggling academically and socially in school and school-day teachers and administration at the school recommended he begin after-school programs as a support system for addressing both academic and social emotional issues. 21st CCLC staff remember that during their first meeting with Eli and his parents, his parents were frustrated because nothing they did seemed to help Eli improve at school and they worried that their son was not engaging in meaningful social relationships with other students in school. Not only were his grades slipping, but Eli was becoming more and more withdrawn. It was clear that his slipping grades and his lack of social interaction were related and he felt considerable pressure to perform well in both areas to meet his parents' expectations, but with every failed grade, Eli felt more isolated and that the grades he got reflected both his internal character and his overall intellectual ability. He displayed all of the characteristics of the fixed mindset in education, believing his self-worth and his intellectual abilities were pre-determined and unchangeable. He would give up easily and avoid challenges and often expressed emotional responses of threat when others succeeded around him, seeing these successes as direct threats to himself.

Eli began working with a Boys & Girls Club Youth Mentor and began attending after-school tutoring sessions three times a week. On his first day in after-school programming he sat alone outside the door sobbing, he told staff, "I don't want to be here," "this isn't going to help me," and "I'm never going to be smart." Those statements resonated with staff and they empathized with his deep sense of pain and frustration. It took a lot of convincing and discussion that first day to convince Eli that he was in a safe place and that if things didn't work out he could discuss with his parents discontinuing involvement in the after-school program. Staff reiterated that nothing was set in stone, but asked that he give it a chance. To stick with it and see what happens. Eventually Eli's reluctance gave way and he joined tutoring and the Painting Rocks! club.

After a few months of working with a Youth Mentor and going to tutoring, art clubs, and others, the change in Eli was profound. Not only had Eli's grades improved markedly, but one of our school-day special education teachers, who also works as a tutor in the after-school program, came to staff and said, "Eli has made real progress, this is a success story. He is making connections in math beyond what he is learning in the classroom because he is able to understand the foundations so well now." In turn, Eli was becoming more outgoing and interacting with more students both in school and after-school. He was making friends and having fun and the sullen, deeply upset and sad child who first joined us was slipping away as Eli gained confidence in his ability to grow and learn. As his teacher stated, Eli is a success

story, but he is also just one example of the impact that after-school programs have on students and the impact that these programs have on individual lives and lived experience.

Marisol started attending the 21st CCLC summer program last year with her foster siblings. The first few months for Marisol were difficult, she often was not able to remain in programming, and had a very difficult time being social with other students and staff members. She worked daily with staff mentors throughout the summer to learn and practice social and emotional regulation skills.

In the 2019-2020 school year, Marisol started attending the 21st CCLC program each day after school. Marisol has excelled in remarkable ways this year, establishing strong relationships with staff members, and has learned what she needs when she is feeling sad or frustrated or, as she puts it, when her "lid has popped off". Marisol joined both the Dungeons & Dragons and Smart Games programs this year and these programs helped to improve her skills and academic performance in math, creative writing, art, and character & leadership. She happily participates in programming the entire time, every day, and is often the person who befriends a new student or does something kind for her peers. Staff have nurtured strong and healthy relationships with Marisol and her foster parents. Together, they have seen her grow socially, academically, and she could teach a master class on communicating and regulating emotions.

The Harvard Family Research Project (HERP), now the Global Family Research Project, conducts annual research projects around the impacts of after-school programs, asking "Why do after-school programs matter?" Consistently this research has demonstrated that students engaged in after-school programs demonstrate increased academic performance, demonstrate better attitudes and self-efficacy, practice and refine new skills through hands-on experiential learning, as well as develop and improve emotional resilience and social-emotional learning. Eli and Marisol's examples certainly reinforce these findings and offer a tangible example of the importance of after-school programs for fostering meaningful and intentional individual growth.

## 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 each indicator. Due to feedback, surveys were shortened which meant that the some indicators contain less items, and the new scales generally consisted of only 4 options (strongly agree, agree, disagree, strongly disagree) after removing the "neutral" option. Furthermore, statewide there was 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** | **N<10** |
| | | 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 6-12th 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. | **43.0%** <br><br> **(40/93)** | **N<10** |
| 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** | **ELA** <br><br> **Comparison=2506.2** <br><br> **21st CCLC=2525.63** <br><br> **Met** |

| | | | | Math |
|---|---|---|---|---|
| and reading/language arts. | | | | Comparison=2473.7 |
| | | | | 21st CCLC=2510.5 |
| | | | | 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. (GPRA) | N<10 - Reading<br><br>N<10 - Math | No Data Reported |

*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. | 78.4%<br><br>(134/171) | N<10 |
| | | 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. | 77.1%<br><br>(131/170) | N<10 |
| | | c) 70% of 21st CCLC students will report feeling academically supported by the local 21st CCLC program annually as measured by student surveys. | 55.9%<br><br>(95/170) | N>10 |

| 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 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.<br><br>b) I**nteractions 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. | 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 =643<br><br>90% of Target = 419<br><br>**Met** | Students Served = 733<br><br>90% of Target = 419<br><br>**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) | **36.2%**<br><br>**(233/643)** | **32%**<br><br>**(218/682)** |
| | | 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** | **N<10** | **No data reported** |
| | | 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** | **N<10** | **No data reported** |
| | | 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=83.57%**<br><br>**21st CCLC=92.15%**<br><br>**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=0.99%**<br><br>**21st CCLC=0.57%**<br><br>**Met** |
| | | g) 85% of 21st CCLC students will report positive student-adult relationships at the program annually as measured by student surveys. | **71.5%**<br><br>**(123/172)** | **N<10** |
| | | h) 70% of 21st CCLC students will report sense of | **70.2%** | **N<10** |

21st CCLC Local Evaluation Report: 2019-20

| | | belonging at the program annually as measured by student surveys. | **(118/168)** | |
|---|---|---|---|---|
| | | i) 50% of 21st CCLC students will report resilient and self-regulatory behaviors annually as measured by student surveys. | **61.9%**-**Self Regulation** (104/168) **66.7%**-**Resiliency** (110/165) | **N<10** |

**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. | **54.8%** **(17/31)** | **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. | **51.6%** **(16/31)** | **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%** **(4/4)** |

**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;<br>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) | **36.5%**<br><br>**(234/641)** | **63.9%**<br><br>**(460/720)** |
| | | 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** | **Average Difference between Groups = +0.1%**<br><br>**Met** |
| | | 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** | **80%**<br><br>**of indicators met expectations**<br><br>**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.<br>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** | **53.9%**<br><br>**of indicators met expectations**<br><br>**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. | **52.4%**<br><br>**(11/21)** | **73.9%**<br><br>**(17/23)** |

| | | 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** |
|---|---|---|---|---|
| 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.<br>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. | **Student = 60.8%**<br><br>**(96/158)**<br><br>**Parent = 90.3%**<br><br>**(28/31)** | **N<10 Student**<br><br><br>**No data reported -Caregiver** |
| | | 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. | **72.6%**<br><br>**(122/168)** | **N<10** |
| | | 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** |
| 9) 21st CCLC programs implement high quality operations and evidenced-based activities that are regularly evaluated through a continuous improvement process. | 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.<br>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 | a) 90% of 21st CCLC parents will report value and satisfaction with center/programming as measured by annual parent surveys. | **83.9%**<br><br>**(26/31)** | **No data reported** |
| | | b) 90% of staff report satisfaction with communication & support from program administrators as measured by annual staff survey. | **N<5** | **60%**<br><br>**(12/20)** |
| | | 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%**<br>(Statewide Result) | **Not available** |

| | | | |
|---|---|---|---|
| | throughout the program offering.<br>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. | 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** | **50%**<br><br>**(2/4)** |

\* 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 Centers

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 | Alder Creek Middle | Riverside Elementary | Lot Whitcomb Elementary | Rowe Middle |
|---|---|---|---|---|
| OBJ1a_Numerator | | | | |
| OBJ1a_Denominator | 1 | 0 | 0 | 0 |
| OBJ1a_PCT | | | | |
| OBJ1c_Numerator | | | | |
| OBJ1c_Denominator | 1 | 0 | 0 | 0 |
| OBJ1c_PCT | | | | |
| OBJ2b_Math_Numerator | | | | |
| OBJ2b_Math_Denominator | 0 | 0 | 0 | 0 |
| OBJ2b_Math_PCT | | | | |
| OBJ2b_Read_Numerator | | | | |
| OBJ2b_Read_Denominator | 0 | 0 | 0 | 0 |
| OBJ2b_Read_PCT | | | | |
| OBJ3a_Numerator | | | | |
| OBJ3a_Denominator | 1 | 0 | 0 | 0 |
| OBJ3a_PCT | | | | |
| OBJ3b_Numerator | | | | |
| OBJ3b_Denominator | 1 | 0 | 0 | 0 |
| OBJ3b_PCT | | | | |
| OBJ3c_Numerator | | | | |
| OBJ3c_Denominator | 1 | 0 | 0 | 0 |
| OBJ3c_PCT | | | | |
| OBJ4a_Target_Numerator | 150 | 30 | 135 | 150 |
| OBJ4a_90%_of_Target | 135 | 27 | 121.5 | 135 |
| OBJ4a_Total_Served | 383 | 27 | 149 | 246 |
| OBJ4a_Met? | Met | Met | Met | Met |
| OBJ4b_SY_Reg_Numerator | 62 | 22 | 87 | 41 |
| OBJ4b_SY_Reg_Denominator | 304 | 27 | 133 | 200 |
| OBJ4b_SY_Reg_PCT | 20.4 | 81.5 | 65.4 | 20.5 |
| OBJ4c_Behavior_Numerator | | | | |
| OBJ4c_Behavior_Denominator | 0 | 0 | 0 | 0 |
| OBJ4c_Behavior_PCT | | | | |
| OBJ4d_Homework_Numerator | | | | |
| OBJ4d_Homework_Denominator | 0 | 0 | 0 | 0 |
| OBJ4d_Homework_PCT | | | | |
| OBJ4g_Numerator | | | | |
| OBJ4g_Denominator | 1 | 0 | 0 | 0 |
| OBJ4g_PCT | | | | |

| | | | | |
|---|---|---|---|---|
| OBJ4h_Numerator | | | | |
| OBJ4h_Denominator | 1 | 0 | 0 | 0 |
| OBJ4h_PCT | | | | |
| OBJ4iSR_Numerator | | | | |
| OBJ4iSR_Denominator | 1 | 0 | 0 | 0 |
| OBJ4iSR_PCT | | | | |
| OBJ4iR_Numerator | | | | |
| OBJ4iR_Denominator | 1 | 0 | 0 | 0 |
| OBJ4iR_PCT | | | | |
| OBJ5a_Numerator | | | | |
| OBJ5a_Denominator | 0 | 0 | 0 | 0 |
| OBJ5a_PCT | | | | |
| OBJ5b_Numerator | | | | |
| OBJ5b_Denominator | 0 | 0 | 0 | 0 |
| OBJ5b_PCT | | | | |
| Obj5c_Met | Met | Met | Met | Met |
| OBJ6a_FRL_Numerator | 155 | 45 | 136 | 124 |
| OBJ6a_FRL_Denominator | 322 | 45 | 136 | 217 |
| OBJ6a_FRL_PCT | 48.1 | 100 | 100 | 57.1 |
| OBJ7b_Numerator | | | | |
| OBJ7b_Denominator | 7 | 1 | 8 | 7 |
| OBJ7b_PCT | | | | |
| OBJ8a_Numerator_Student | | | | |
| OBJ8a_Denominator_Student | 1 | 0 | 0 | 0 |
| OBJ8a_PCT_Student | | | | |
| OBJ8a_Numerator_Parent | | | | |
| OBJ8a_Denominator_Parent | 0 | 0 | 0 | 0 |
| OBJ8a_PCT_Parent | | | | |
| OBJ8b_Numerator | | | | |
| OBJ8b_Denominator | 1 | 0 | 0 | 0 |
| OBJ8b_PCT | | | | |
| OBJ9a_Numerator | | | | |
| OBJ9a_Denominator | 0 | 0 | 0 | 0 |
| OBJ9a_PCT | | | | |
| OBJ9b_Numerator | | 4 | | 6 |
| OBJ9b_Denominator (N>4) | 2 | 8 | 4 | 6 |
| OBJ9b_PCT | | 50.0 | | 100.0 |
| OBJ9d_Numerator | | | | |
| OBJ9d_Denominator (N>0) | 1 | 1 | 1 | 1 |
| OBJ9d_PCT | | | | |

# Outcome Measures Summary (Reflection)

Review your data and narrative from the outcome section (both local and state). Based on the information provided, complete the following:

Strengths:

The math and reading/English proficiency rates of 21st CCLC participants on the state assessment higher than proficiency rates of matched local sample* as measured by state assessment data.

**The school attendance rates of 21st CCLC participants is almost 10% higher than attendance rates of matched local sample\* annually as measured by ODE-provided attendance data.**

**The school suspension rates of 21st CCLC participants is 42% lower than suspension rates of matched local sample\* annually as measured by ODE-provided suspension data.**

**School day teachers will reported a 22% increase in satisfaction with communication and collaboration with 21st CCLC program staff to reinforce and complement the school day from SY2018-2019 to SY2019-2020 as measured by annual school day teacher surveys.**

Areas for Improvement:

Due to the COVID-19 shutdown of programming, we were unable to obtain enough survey data to accurately identify areas of improvement for our programs this year. Therefore, our targeted area for improvement will be obtaining a significant number of responses to both the student and parent surveys this upcoming survey cycle.

Priority Areas and Action Planning:

| Need/Issue to Be Addressed | Why is this important to your work with youth? |
|---|---|
| Less than 10 parents/caregivers responded to the survey this year | It is imperative that our parent and caregiver perspectives are represented in our programming and that we are responsive to parent and caregiver feedback. |
| No student survey was administered this year | Student voice is central to the success of our program and we need to be able to adjust our methods based on student feedback and input. |

# Part IV.  Conclusion and Dissemination of Evaluation Findings

## Summary Narrative

Overall, our 21st CCLC programs made improvements over last year at all four of our school-based sites. We were able to provide a broad array of engaging and relevant activities and services to a large number of students, utilize resources to harness teacher dedication to ensure high levels of academic support afterschool, and engage families and stakeholder teams. We improved our staff communication with school day teachers, demonstrated measurable academic and social impacts based on state data, and were on-track to reach grant targets for regular attendance before the COVID-19 crisis shutdown our programs.  We were able to pivot our focus and resources to help stabilize and support families during a growing global pandemic and proved to be a steady resource and cornerstone for students and families during one to the most uncertain and scary chapters of our collective experience as a society.

## Recommendations and Lessons Learned

This year, we learned a great deal about the need for program flexibility and responsiveness. We are a strong community and the more often we communicate and collaborate, the more effective we are. We also learned more about what our students and families need in a crisis and what types of supports are essential when faced with societal upheaval. Our staff and students learned how to be together online without being able to be together in person, and how to adjust, cope, offer support, ask for support, and collectively rely on each other to get through these uncertain times that are evolving still.

## Dissemination of Evaluation

The major findings contained in this report will be presented via slide presentation and summary handout at all of our stakeholder and youth advisory board meetings throughout the year. This will include data, strengths, areas for improvement, and action plan steps. This report will be distributed and presented in its entirety to schools, staff, community partners, and district department teams. We will also create a 1-2 page Executive Summary to use when holding informational meetings with the community at large, potential funders or community partners. We will post both the summary and the entire report on our district 21st CCLC website.

# Appendix: COMPARISON GROUP STATISTICS

**Total # of Students in Matched Sample**

|  | N | % |
|---|---|---|
| **Comparison** | 616 | 50.0 |
| **21st CCLC** | 616 | 50.0 |
| **Total** | 1232 | 100.0 |

**Demographic Rates by Group**

|  | Comparison | 21st CCLC |
|---|---|---|
| **White** | .531a | .573a |
| **Hispanic** | .334a | .292a |
| **Black or African American** | .026a | .023a |
| **Asian** | .018a | .016a |
| **Native American** | .002a | .002a |
| **Alaskan  or Pacific Islander** | .011a | .008a |
| **Multiracial** | .078a | .086a |
| **Female** | .489a | .539a |
| **Free / reduced lunch** | .619a | .567a |
| **Homeless** | .041a | .024a |
| **English Language Learners** | .071a | .034b |
| **Special Education** | .282a | .254a |

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 | 616 | 0.9919 | 2.94405 |
| | 21st CCLC | 616 | 0.5666 | 2.00052 |
| **Percent Attendance** | Comparison | 616 | 83.5749 | 23.13962 |
| | 21st CCLC | 616 | 92.1468 | 11.28833 |
| **ELA Scale Score** | Comparison | 505 | 2506.20 | 112.934 |
| | 21st CCLC | 530 | 2525.63 | 117.643 |
| **Math Scale Score** | Comparison | 511 | 2473.72 | 112.222 |
| | 21st CCLC | 533 | 2510.46 | 120.216 |

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 | 2.966 | 1230 | 0.003 | 0.42532 | 0.14341 |
| | Equal variances not assumed | 2.966 | 1083.131 | 0.003 | 0.42532 | 0.14341 |
| **Percent Attendance** | Equal variances assumed | -8.263 | 1230 | 0.000 | -8.57191 | 1.03735 |
| | Equal variances not assumed | -8.263 | 892.030 | 0.000 | -8.57191 | 1.03735 |
| **ELA Scale Score** | Equal variances assumed | -2.709 | 1033 | 0.007 | -19.432 | 7.174 |
| | Equal variances not assumed | -2.711 | 1032.942 | 0.007 | -19.432 | 7.167 |
| **Math Scale Score** | Equal variances assumed | -5.100 | 1042 | 0.000 | -36.745 | 7.205 |
| | Equal variances not assumed | -5.107 | 1041.264 | 0.000 | -36.745 | 7.194 |

*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** | 30.6% | 29.2% | -1.4% |
| **Black or African American** | 2.2% | 2.3% | 0.0% |
| **Asian** | 2.2% | 1.6% | -0.6% |
| **Native American** | 1.1% | 0.2% | -1.0% |
| **Alaskan or Pacific Islander** | 0.9% | 0.8% | -0.1% |
| **Multiracial** | 6.6% | 8.6% | 2.0% |
| **Female** | 48.2% | 53.9% | 5.7% |
| **Free / reduced lunch** | 55.7% | 56.7% | 0.9% |
| **Homeless** | 4.2% | 2.4% | -1.7% |
| **English Language Learners** | 5.5% | 3.4% | -2.1% |
| **Special Education** | 21.6% | 21.4% | -0.2% |
| **Average** | 16.3% | 16.4% | 0.1% |

*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.