



21st Century Community Learning Center Grant: 2018-19 Local Evaluation Report

North Clackamas SD

Date Report Submitted	
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Centers	Alder Creek Middle School Rowe Middle School Lot Whitcomb Elementary School Riverside Elementary School @ Oak Grove BGC
Feeder Schools	Alder Creek Middle School Rowe Middle School Lot Whitcomb Elementary School Riverside Elementary School

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

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

Part I. Overview and History of Our Program

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:

Include brief description of your program's history (e.g., if prior grantee)

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 tracts 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 92-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:

We are working towards full implementation of the program as outlined in our grant application.

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.

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 in the school. Once the initial application window closes, program staff meet with school administrators, counselors, and behavior specialists to identify students who have the greatest needs and 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 general open enrollment to build interest and participation in the new program. Program staff also work with school administration, teachers, and counselors to target and personally invite students who are identified to have increased need 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 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).

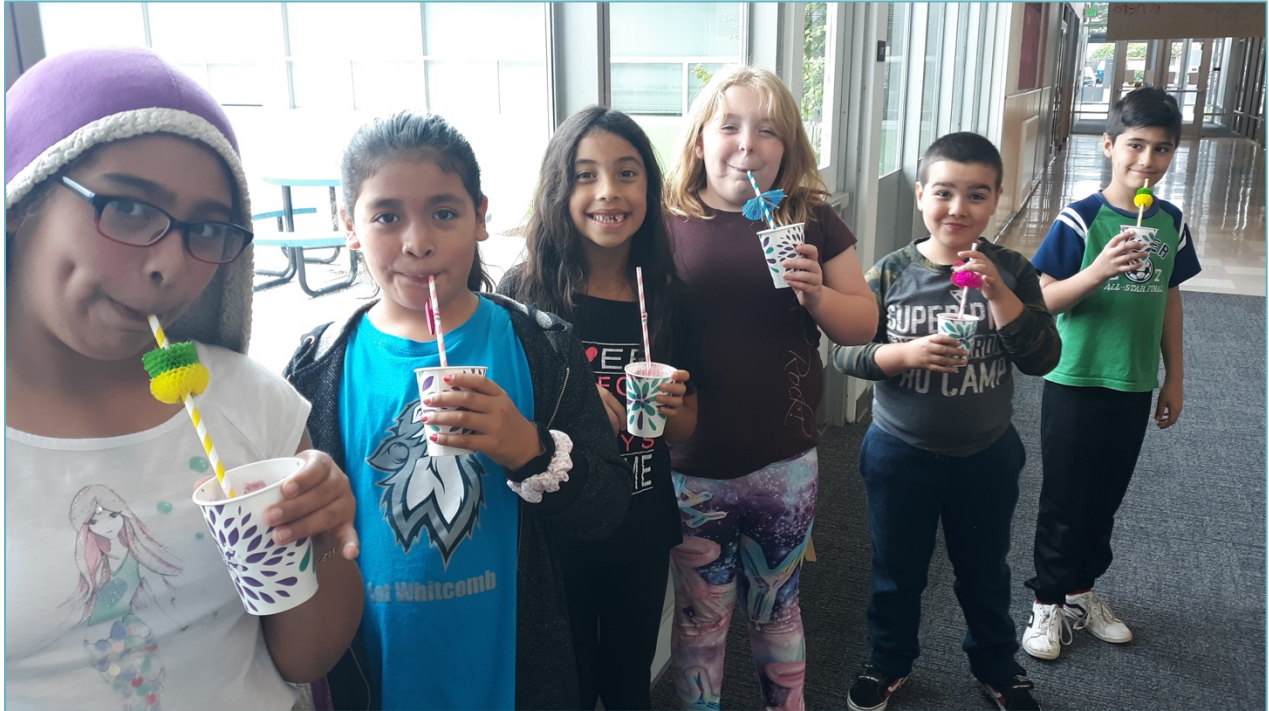
ATTENDANCE BY DAYS ATTENDED

	Summer 2018		Fall-Spring 2018-19 School Year	
	Count	Percent	Count	Percent
a) Students attending less than 30 days	0	0.0%	410	63.8%
b) Students attending 30-59 days*	0	0.0%	140	21.8%
c) Students attending 60-89 days*	0	0.0%	60	9.3%
d) Students attending 90+ days*	0	0.0%	33	5.1%
Total Attendees**	0	0.0%	643	100.0%

*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.

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.

36.2% of our students have attended our program
30 or more days during the school year.



Student Retention Strategies

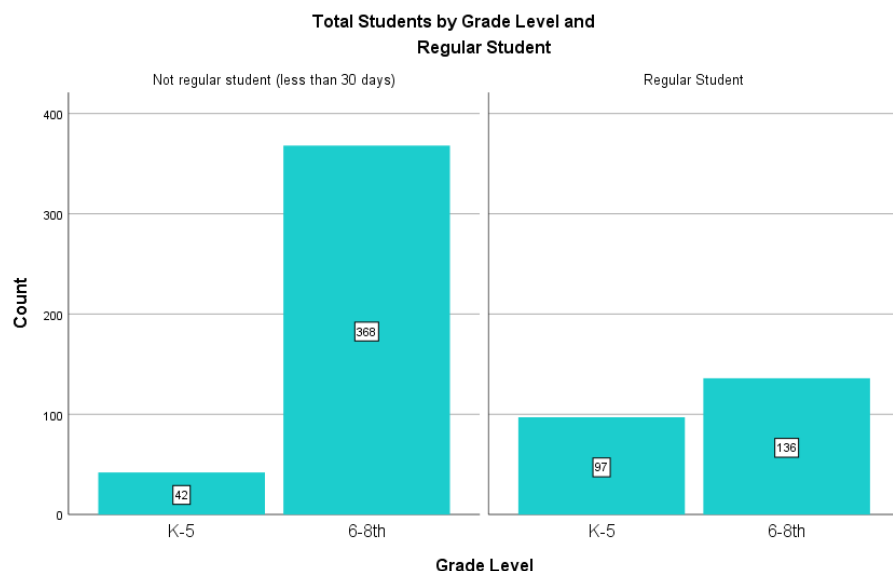
In order to retain students in the program, we case-manage attendance including incentive programs and offering high-interest, targeted programming based on student and family feedback. We also drop students (with the chance to re-enroll) if they are registered but do not attend the program for more 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 will be offering priority registration to our current students and conducting transition meetings with middle school program staff to introduce programs to current elementary students.

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	0	0	0	0	0	0	0	0	0	0	0	0
	Regular*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Year	Not regular	0	0	6	8	4	11	13	115	133	120	0	0	0	0	0
	Regular*	0	0	12	16	23	18	28	41	65	30	0	0	0	0	0
	Total	0	0	18	24	27	29	41	156	198	150	0	0	0	0	0

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



Observation:

70% of elementary students attended 30 or more days. 27% of middle school students attended 30 or more days. Overall, 36% of students attended 30 days or more.

Interpretation:

Due to grants being awarded late this cycle, programs were not able to be established by the beginning of the school year for 2018-2019, so many students already had an afterschool plan in place by the time our programs launched. Additionally, our community-based partners required time to expand capacity and ramp up staffing levels to be able to safely provide a full program of service. All of those things being in place currently should increase regular attendance in the 2019-2020 program year significantly.

Another factor is that elementary students more often require comprehensive after school supervision due to their age, while middle school students are more independent. Parents are less likely to require that middle school students participate in a structured, supervised program

afterschool. Middle school students also have increased interest in and access to community-based sports leagues and other fee-based afterschool activities.

Additionally, our Lot Whitcomb elementary school population was familiar with afterschool programming that had been previously run by a different community-based provider. Conversely, comprehensive after school programming was new to the middle schools this year and our primary tasks were establishing the program within the schools, promoting it to families, collaborating with school staff to identify students who might benefit from the program, developing targeted recruitment strategies, and creating a balanced program of high-interest activities for students to participate in.

TOTAL ATTENDANCE BY DEMOGRAPHICS AND CENTERS

Attendees						Race/Ethnicity												
	Total Served	Regular Student*	White		Black or African American		Hispanic		Asian		Native Hawaiian or Pacific Islander		American Indian or Native Alaskan		Multiracial		Data Not Provided	
	N	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%	%	%
Alder Creek Middle	304	59	188	62%	3	1%	74	24%	1	0%	3	1%	1	0%	33	11%	1	0%
Lot Whitcomb Elementary	124	89	50	40%	3	2%	57	46%	1	1%	0	0%	2	2%	11	9%	0	0%
Riverside Elementary	15	8	8	53%	0	0%	6	40%	0	0%	0	0%	0	0%	0	0%	1	7%
Rowe Middle	200	77	109	55%	9	5%	49	25%	3	2%	0	0%	0	0%	30	15%	0	0%
Total	643	233	355	55%	15	2%	186	29%	5	1%	3	0%	3	0%	74	12%	2	0%

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

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 Middle	127	42%	176	58%	268	88%	36	12%	236	78%	67	22%	236	78%	68	22%
Lot Whitcomb Ele.	60	48%	64	52%	84	68%	40	32%	0	0%	124	100%	104	84%	20	16%
Riverside Elem	8	53%	7	47%	9	60%	6	40%	0	0%	15	100%	12	80%	3	20%
Rowe Middle	104	52%	96	48%	176	88%	24	12%	171	85%	29	15%	175	82%	39	18%
Total	299	47%	343	53%	537	84%	106	16%	407	63%	234	37%	527	80%	130	20%

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

*Valid percents are shown (number of students in category divided by # of students in category + students not in category).

SUMMARY OF STUDENT CHARACTERISTICS

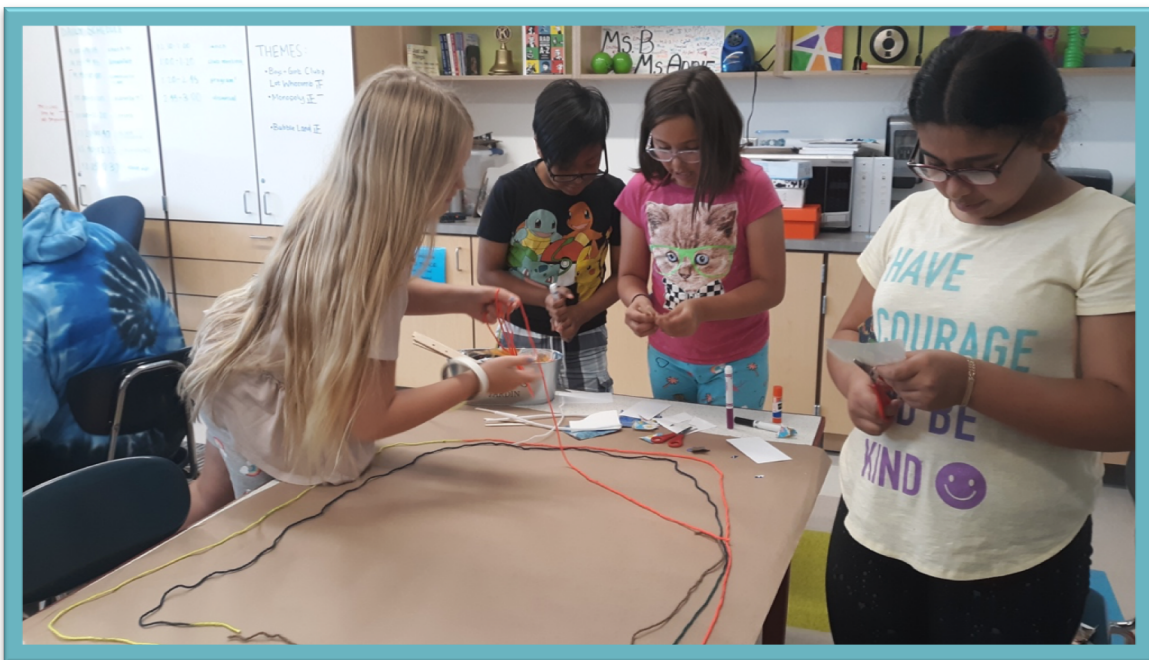
16% of our students are English Language Learners, 37% qualify for Free or Reduced lunch, and 20% Receive Special Education Services

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.

? 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. For the first year of our program, this is not a surprise. The Middle School programs are new and our process for targeting specific populations is not as fully implemented and as well advertised to students and families as possible. Also, we are still developing a system of after school and extended supports for students identified as ELL and/or receiving SPED services. Additionally, 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.



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.”



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

Center	Activity Name	Avg. Total Days Conducted (across all sessions)	Avg. Total Hours Conducted (across all sessions)	Total Sessions per Activity
Alder Creek Middle	#Wii-nning	25	40	1
Alder Creek Middle	Abstract Art	26	41	1
Alder Creek Middle	Basketball	25	40	1
Alder Creek Middle	Career Academy	9	14	1
Alder Creek Middle	Chess Club	26	41	1
Alder Creek Middle	Choir	19	29	1
Alder Creek Middle	Comics Club	28	44	1
Alder Creek Middle	Crypto Club	7	11	1
Alder Creek Middle	DIY Fabulous	17	27	1
Alder Creek Middle	Dodgeball	18	29	1
Alder Creek Middle	Dramarama	10	16	1
Alder Creek Middle	Dungeons & Dragons	25	40	1
Alder Creek Middle	Fabulous, Fun, Friday	8	13	1
Alder Creek Middle	Fearless and Flawless	17	27	1
Alder Creek Middle	Games from Around the World	10	16	1
Alder Creek Middle	GANAS	23	36	1
Alder Creek Middle	Get Fit	23	40	1
Alder Creek Middle	Gym Games	19	30	1
Alder Creek Middle	Lego Robotics	28	44	1
Alder Creek Middle	Magic the Gathering	22	35	1
Alder Creek Middle	MESA	19	30	1
Alder Creek Middle	Money Matters	7	11	1
Alder Creek Middle	Oregon Battle of the Books	18	29	1
Alder Creek Middle	Poetry Club	8	13	1
Alder Creek Middle	Restorative Justice Circle	8	13	1
Alder Creek Middle	SAGA	25	40	1

Center	Activity Name	Avg. Total Days Conducted (across all sessions)	Avg. Total Hours Conducted (across all sessions)	Total Sessions per Activity
Alder Creek Middle	Science Club	8	13	1
Alder Creek Middle	Soccer	24	38	1
Alder Creek Middle	Student Council	22	35	1
Alder Creek Middle	Survivor	18	29	1
Alder Creek Middle	Tutoring	70	111	1
Alder Creek Middle	Unified Soccer	19	29	1
Alder Creek Middle	World Games	8	13	1
Alder Creek Middle	Yearbook	26	41	1
Lot Whitcomb Elementary	AKA Science	8	16	1
Lot Whitcomb Elementary	Art Around the World	10	11	1
Lot Whitcomb Elementary	Baile Folklorico	8	9	1
Lot Whitcomb Elementary	BASICS	7	8	1
Lot Whitcomb Elementary	Basketball	9	13	2
Lot Whitcomb Elementary	Conversation Partners	7	14	1
Lot Whitcomb Elementary	Crafty Kids	8	15	1
Lot Whitcomb Elementary	DIY	9	10	2
Lot Whitcomb Elementary	Dodgeball	7	7	1
Lot Whitcomb Elementary	Drama	10	12	1
Lot Whitcomb Elementary	Drawing	7	8	1
Lot Whitcomb Elementary	Engineering	10	12	1
Lot Whitcomb Elementary	Fit Kid	9	6	1
Lot Whitcomb Elementary	Fitness 101	7	8	1
Lot Whitcomb Elementary	Flag Football	7	5	1
Lot Whitcomb Elementary	Gardening	7	8	1
Lot Whitcomb Elementary	Girls On The Run	21	32	1
Lot Whitcomb Elementary	Group games	12	13	2
Lot Whitcomb Elementary	Healthy Habits	14	12	2
Lot Whitcomb Elementary	iMovie	7	8	1
Lot Whitcomb Elementary	Japanese	8	9	1
Lot Whitcomb Elementary	Junior Coaches	53	106	1
Lot Whitcomb Elementary	Lego Robotics	15	10	1
Lot Whitcomb Elementary	Marathon Kids	19	22	1
Lot Whitcomb Elementary	Nature Conservancy	10	25	1
Lot Whitcomb Elementary	Peace Place	16	20	1
Lot Whitcomb Elementary	Power Hour	73	78	1
Lot Whitcomb Elementary	Sculpting	8	9	1
Lot Whitcomb Elementary	Service Squad	9	10	2

Center	Activity Name	Avg. Total Days Conducted (across all sessions)	Avg. Total Hours Conducted (across all sessions)	Total Sessions per Activity
Lot Whitcomb Elementary	Smart Girls	13	13	2
Lot Whitcomb Elementary	Soccer	10	10	1
Lot Whitcomb Elementary	Spanish	9	11	1
Lot Whitcomb Elementary	Sports	8	9	1
Lot Whitcomb Elementary	STEM	8	8	1
Lot Whitcomb Elementary	Wolves Scout	8	9	1
Lot Whitcomb Elementary	Youth for Unity	53	106	1
Lot Whitcomb Elementary	Zumba	7	8	1
Rowe Middle	Art	17	34	1
Rowe Middle	Art Around the World	67	134	1
Rowe Middle	Basketball	17	34	1
Rowe Middle	Chess for Success	35	70	1
Rowe Middle	Creative Art	15	30	1
Rowe Middle	Crypto Club	9	18	1
Rowe Middle	Friday Triple Play	25	50	1
Rowe Middle	Love & Life	18	36	1
Rowe Middle	MESA	28	35	1
Rowe Middle	Monday Triple Play	16	32	1
Rowe Middle	NJHS	22	44	1
Rowe Middle	RBA	15	30	1
Rowe Middle	Service to Careers	8	16	1
Rowe Middle	Shamrock News	26	52	1
Rowe Middle	Soccer	19	14	1
Rowe Middle	Theater Club	25	50	1
Rowe Middle	Triple Play	41	76	1
Rowe Middle	Unity Team	25	50	1
Rowe Middle	Yearbook	27	54	1

Center	Term	Activity Name	Typical # of Students Served per Day
Riverside Elementary	Fall	Art Around the World	5
Riverside Elementary	Fall	Basketball	5
Riverside Elementary	Fall	Crafty Kids	3
Riverside Elementary	Fall	D&D	3
Riverside Elementary	Fall	Engineering Adventures	5
Riverside Elementary	Fall	Power Hour	10
Riverside Elementary	Fall	Service Squad	3
Riverside Elementary	Fall	Smart Girls	3
Riverside Elementary	Fall	Triple Play	5
Riverside Elementary	Fall	Youth for Unity	3
Riverside Elementary	Spring	American Sign Language	4
Riverside Elementary	Spring	Cultural Arts	5
Riverside Elementary	Spring	D&D	3
Riverside Elementary	Spring	Fine Arts	3
Riverside Elementary	Spring	Journalism	4
Riverside Elementary	Spring	Music Makers	4
Riverside Elementary	Spring	Power Hour	10
Riverside Elementary	Spring	SEL Safe Space/Mindfulness	5
Riverside Elementary	Spring	Service Squad	6
Riverside Elementary	Spring	Spanish	5
Riverside Elementary	Spring	STEAM Enrichment	10
Riverside Elementary	Spring	Theater	2
Riverside Elementary	Spring	Triple Play	10
Riverside Elementary	Spring	Typing	3

This table is different given the information reported in the Plan B Google Sheet.

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. Our community partners spent a month on school campuses prior to our program start date getting to know students, staff and families and seeking their input. 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.

CATEGORIES OF STUDENT SERVICES / ACTIVITIES PROVIDED: ALDER CREEK MIDDLE

		Total Days Present (across all activities/sessions)			Total Hours Present (across all activities/sessions)		
Student Activity Category	Total Students Participating*	Average	Min.	Max.	Average	Min.	Max.
Arts & Music	164	10.6	1	82	16.2	1	129
Community Service/Service Learning	9	6.0	1	8	9.0	1	12
Entrepreneurship	4	2.8	2	4	4.0	3	6
Literacy	29	8.0	1	16	12.1	1	25
Mentoring	22	11.6	1	39	17.9	1	61
Physical Activity	132	13.6	1	80	21.5	1	129
STEM	40	8.1	1	25	12.3	1	39
Tutoring	166	5.9	1	33	8.8	1	52
Youth Leadership	40	12.1	1	30	18.6	1	47

*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: LOT WHITCOMB ELEMENTARY

		Total Days Present (across all activities/sessions)			Total Hours Present (across all activities/sessions)		
Student Activity Category	Total Students Participating*	Average	Min.	Max.	Average	Min.	Max.
Arts & Music	74	12.4	2	33	17.4	2	47
Community Service/Service Learning	49	7.6	1	17	11.7	1	33
Entrepreneurship	14	5.8	2	7	6.4	2	8
Literacy	124	50.3	4	123	53.6	5	137
Mentoring	34	6.3	2	14	7.0	2	16
Physical Activity	102	20.0	1	69	22.9	1	79
STEM	49	10.9	2	33	12.4	1	38
Tutoring	16	38.8	19	51	77.5	38	102
Youth Leadership	26	21.7	4	59	40.2	2	118

*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: **ROWE MIDDLE**

Student Activity Category	Total Students Participating*	Total Days Present (across all activities/sessions)			Total Hours Present (across all activities/sessions)		
		Average	Min.	Max.	Average	Min.	Max.
Arts & Music	105	13.1	1	101	26.2	2	201
College and Career Readiness	18	5.2	1	13	10.2	1	26
Community Service/Service Learning	31	3.4	1	8	6.8	2	16
Counselling Programs	29	9.6	2	22	19.2	4	44
Physical Activity	92	28.2	2	99	51.3	2	181
STEM	79	13.4	1	34	25.2	2	68
Youth Leadership	4	9.0	7	11	18.0	14	22

*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: **RIVERSIDE ELEMENTARY**

Student Activity or Service Category	School Year 2018-19				
	Number of Activities within Category		Average # of Students Served per Day (within all activities)*	Typical Frequency of Activities (Mode)	Average amount of time (hours) per activity
	Fall	Spring			
Arts & Music	3	4	4	Weekly	1.0
College & Career Readiness					
Community/Service Learning	1	1	5	Weekly	1.0
Counseling Programs		1	5	Daily	
Drug Prevention					
English Language Learners Support		1			
Entrepreneurship					
Homework Help	1	1	10	Daily	1.0
Literacy		3	4	Weekly	1.0
Mentoring	1		3	Weekly	1.0
Physical Activity	2	1	7	Weekly	1.0
STEM	1	1	8	Weekly	1.0
Truancy Prevention					
Tutoring					
Violence Prevention					
Youth Leadership	1	1	3	Weekly	1.0
Total	10	14	5	Weekly	1.0

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

*May contain duplicates as students can take multiple activities. This table is different given the information reported in the Plan B Google Sheet.

ALIGNMENT TO SCHOOL DAY AND DISTRICT/STATE ACADEMIC STANDARDS & IMPROVEMENT PLANS

Our 21st CCLC Programs Goals were written in alignment with the following District Key Performance Indicators for Students:

Strong School Climate **Reading at or above grade level by 3rd grade**

Algebra ready by 8th **6 credits by 10th grade**

All students graduating high school on time

The 21st CCLC program at each school is designed in collaboration with school leadership and is supportive of individual school improvement plan goals. Program staff work in collaboration with school day teachers to align enrichment programs to the school day state academic standards being taught.

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.”

During the 2018-19 school year, we held the following family engagement events:

FAMILY ENGAGEMENT EVENTS 2018-19

Center	Activity Category	Total Held in 2018-19	Estimated Attendance among those events held
Alder Creek Middle	Helping Students	1	12
Alder Creek Middle	Mental Health	1	12
Alder Creek Middle	Community Resources	1	30
Lot Whitcomb Elementary	Literacy	1	150
Lot Whitcomb Elementary	Student Showcase	1	100
Lot Whitcomb Elementary	Mental Health	1	3

CATEGORIES OF ADULT SERVICES / ACTIVITIES PROVIDED: **ALDER CREEK MIDDLE**

Term	Activity Category	Activity Name	# of Family Participants
Fall	Back to School Night	Supporting their youth in academics	300
Fall	Community Family Night	Family social event(s)	40
Fall	Program Showcase	Family social event(s)	150
Fall	Spanish Speaking Family Night	Supporting their youth in academics	25
Spring	End of Year Celebration	Family social event(s)	75
Spring	Mental Health Workshops	Parenting or family management	30
Spring	Program Showcase	Family social event(s)	150
Spring	Stakeholder Meetings	Other	10
Spring	STEAM Family Night	Supporting their youth in academics	150

CATEGORIES OF ADULT SERVICES / ACTIVITIES PROVIDED: **LOT WHITCOMB**

Term	Activity Category	Activity Name	# of Family Participants
Fall	Back to School Night	Supporting their youth in academics	150
Fall	Community Family Night	Family social event(s)	75
Fall	Program Showcase	Family social event(s)	50
Spring	End of Year Field Day	Family social event(s)	150
Spring	Literacy Family Night	Supporting their youth in academics	100
Spring	Math Family Night	Supporting their youth in academics	125
Spring	Mental Health Workshop	Parenting or family management	20
Spring	Program Showcase	Family social event(s)	50
Spring	Stakeholder Team Meeting	Other	10
Spring	STEAM Family Night	Supporting their youth in academics	75

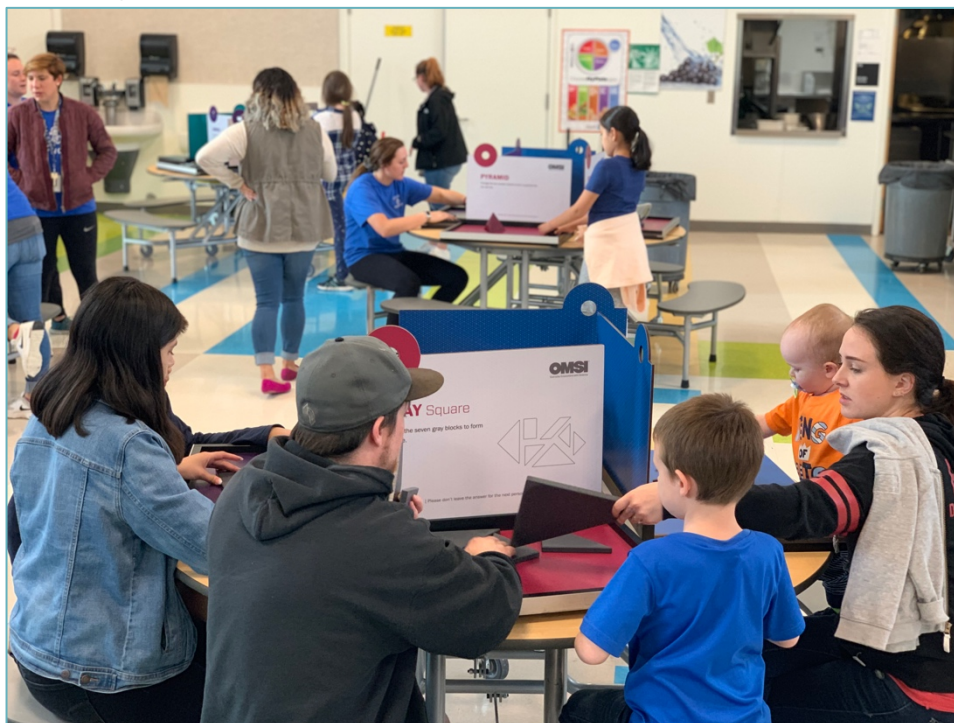
CATEGORIES OF ADULT SERVICES / ACTIVITIES PROVIDED: **RIVERSIDE ELEMENTARY**

Term	Activity Category	Activity Name	# of Family Participants
Fall	Back to School Night	Supporting their youth in academics	150
Fall	Community Family Night	Family social event(s)	30
Spring	Community Family Night	Family social event(s)	75
Spring	End of Year Celebration	Family social event(s)	100

CATEGORIES OF ADULT SERVICES / ACTIVITIES PROVIDED: **ROWE MIDDLE**

Term	Activity Category	Activity Name	# of Family Participants
Fall	Back to School Night	Supporting their youth in academics	150
Fall	Community Family Night	Family social event(s)	75
Fall	Program Showcase	Family social event(s)	50
Spring	Mental Health Workshop	Parenting or family management	140
Spring	Transitions Family Night	Supporting their youth in academics	250
Spring	Program Showcase	Family social event(s)	50
Spring	Stakeholder Team Meeting	Other	15
Spring	STEAM Family Night	Supporting their youth in academics	25

This year, our main goal was to begin to build relationships with families and to collaborate on and support all schoolwide engagement events for families. Additionally, we sought to partner with community-based organizations to hold workshops and educational classes for families. We utilized the 21st CCLC programs as a connector to families after school, encouraging them to attend events with personal invitations from 21st CCLC program staff. We also created a parent needs and interest survey to inform what resources we seek from community-based partner organizations to design our parent engagement and education programs and activities. We held a variety of events, including activities that families could participate in together. We aim to meet family schedules by offering activities in the evenings, when families are more available to attend, while also offering opportunities at other times throughout the week for those parents who may work evening shifts.



SUMMARY OF PROGRAM OFFERINGS

Our program offering allows students the opportunity to participate in a wide variety of activities. This year, the number of students who participated in the following categories are:

Arts & Music 350

Literacy 157

Community Service/Service Learning 76

Physical Activity 333

STEM 176

Tutoring 182

Youth Leadership 73

Observation:

We offer a wide array of programming for students 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. There are some activities that are better attended at one site that are not as well attended at others and there are some activities that are well attended across sites.

Interpretation:

Because students are able to choose what they participate in based on interest, some programs are not as well attended as others. 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.

II.C. PROGRAM OPERATIONS

Staffing

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



STAFFING BY TYPE

	Paid	Volunteer
Administrators	1	0
College Students	0	1
Community Members	0	0
High School Students	0	0
Other Non-Teaching School Staff	1	0
Parents	0	0
School Day Teachers	10	15
Subcontracted (Community Partner Orgs.)	18	10
TOTAL	30	26

STAFFING BY CENTER

	Paid Staff	Vol. Staff
Alder Creek Middle	11	9
Lot Whitcomb Elementary	6	5
Riverside Elementary	2	1
Rowe Middle	11	11

Staff Retention

Our biggest challenge was recruitment of entry level staff by our main community-based contractor. Contributing factors included: an unemployment rate at its 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.

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	5	3 hrs
Alder Creek Middle	Racial Equity in Education	1	16 hrs
Alder Creek Middle	Program Quality	5	2 hrs
Alder Creek Middle	Positive Coaching	5	3 hrs
Alder Creek Middle	Restorative Justice	1	3 hrs
Alder Creek Middle	Classroom Management	5	3hrs
Lot Whitcomb Elementary	Trauma Informed Care	5	3 hrs
Lot Whitcomb Elementary	Positive Behavior Management	5	3 hrs
Lot Whitcomb Elementary	ACES	5	2 hrs
Lot Whitcomb Elementary	Racial Equity in Education	1	16 hrs
Lot Whitcomb Elementary	Positive Coaching	5	3 hrs
Lot Whitcomb Elementary	Restorative Justice	1	3 hrs
Lot Whitcomb Elementary	Program Quality	5	2 hrs
Rowe Middle School	Trauma Informed Care	5	3 hrs
Rowe Middle School	Racial Equity in Education	1	16 hrs
Rowe Middle School	Program Quality	5	2 hrs
Rowe Middle School	Restorative Justice	1	3 hrs
Rowe Middle School	Positive Coaching	5	3 hrs
Rowe Middle School	Classroom Management	5	3hrs

*Source: Program Admin Survey

Our staff....

STAFFING SUMMARY

Observation:

Most of the staff who work in the 21st CCLC program are contracted staff through our community-based partner organizations and school day teachers. We work closely with our partners to 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.

? Interpretation:

NCSD and its 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.

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 Wednesday morning hours from 8:00am-10:00am.



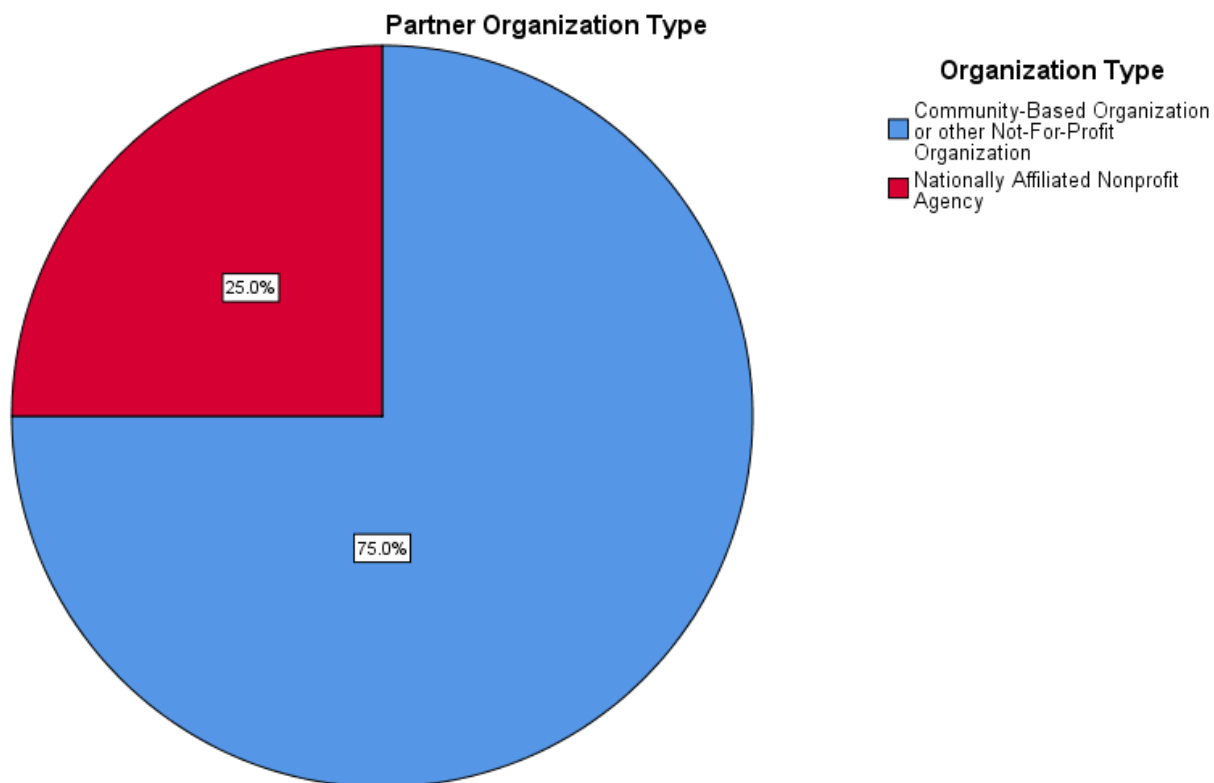
II.D. PARTNERSHIPS

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 AS REPORTED TO STATE (ACROSS ALL SITES)

Partner Name	Organization Type
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
National Alliance of Mental Illness	Community-Based Organization or other Not-For-Profit Organization
NW Family Services	Community-Based Organization or other Not-For-Profit Organization



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.

II.E. SUSTAINABILITY

We are in the beginning stages of planning for sustainability in this first year of our grant cycle. Our primary community-based partner, the Boys & Girls Clubs of Portland has nationally chartered all of our school site programs which indicates 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.



Process Measures Summary (Reflection)

Strengths:

We offer a wide variety of programs and services to students in our 21st CCLC programs via partnership with community-based organizations that specialize in youth development programming. We offer high-quality academic supports by hiring certified school day teachers as tutors for the afterschool program. Aligning our family engagement with school-wide events helps us target our families for additional programmatic opportunities.

Areas for Improvement:

We have an opportunity to grow our family engagement programming by offering a wider variety of options for families. We have the potential for increasing our CTE programming as we expand our partnerships with local business and industry leaders and community college programs.

Priority Areas and Action Planning:

Need/Issue to Be Addressed	Why is this important to your work with youth?
Family Engagement	Research indicates that students who have family members who are engaged in their school community have reduced rates of absenteeism, improved social skills and behavior, and perform better academically.
CTE Programming	Exploring a variety of skills and career pathways in CTE courses provide students with the opportunity to identify professional fields that interest them and practice leadership and collaboration.

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

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

21st CCLC STUDENT STORIES

"Maria" is an 8th grade student at Alder Creek Middle School. She loves to sing, draw, and play video games with friends. Maria has attended the after-school program almost every day at Alder Creek. She is part of the Restorative Justice Club that teaches students about conflict resolution and working to reduce conflicts within the school. She attends World Art Studio and the Anime/Comic Drawing classes and is part of the new school newspaper, The PAH Print. The after-school program has helped Maria develop her identity and voice as a leader as she takes on more and more leadership opportunities. She also attended the Comcast Filmmakers Event and is interested in documentary filmmaking. Maria has consistently demonstrated the values of the Boys & Girls Club and the values of an Alder Creek Panther through her thoughtfulness and kind words to everyone she meets. She always has a smile for everyone and reminds others to be mindful and grateful every day.

"Rowan" is in the 7th grade at Rowe Middle School. At first, he was very unsure of attending the 21st CCLC afterschool program and had a lot of anxiety. The first time he met his staff mentor from the Boys & Girls Club, he introduced himself by showing off his bag of amazing fidget toys. He then quickly informed staff that he needed to carry it around because he had severe ADHD and Asperger's Syndrome and it helped to calm down when he felt overwhelmed. Rowan now attends the program almost every day, and a few of his favorite activities are Engineering Everywhere and to Learn to Code. What he says he loves most about the program are the positive relationships with staff members and a chance to engage in extracurricular activities that he thinks make life a bit more interesting and fun. All the staff members greatly look forward to seeing Rowan everyday as he brings a wonderful sense of humor and wit to the program.



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 this is the first year of a five-year grant cycle, and as such, the 2018-19 results should be viewed as baseline data (i.e., our starting point).

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	Program Activities aligned to Objective and Element(s) of Quality Programming	Measure (Indicator)	Baseline Results 2018-19
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 and reading/language arts.	Tutoring Career Academy MESA Oregon Battle of the Books Science Club Tutoring AKA Science Engineering Power Hour Spanish Service to Careers	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
			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.	NA (TBD 8/20/2020)
			c) 50% of 21st CCLC 6-12 th grade students that are in programs offering career exploration/CTE activities will report gains in knowledge of career opportunities annually as measured by student survey.	43.0% (40/93)
2) 21st CCLC programs increase the academic achievement of students who regularly attend the program.		Tutoring Career Academy MESA Oregon Battle of the Books Science Club Tutoring	a) The math, reading/English, and science 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*.	NA (TBD 8/20/2020)

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Program Activities aligned to Objective and Element(s) of Quality Programming	Measure (Indicator)	Baseline Results 2018-19
		AKA Science Engineering Power Hour Spanish Service to Careers	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 - Math N<10 - Reading

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	Program Activities aligned to Objective and Element(s) of Quality Programming	Measure (Indicator)	Baseline Results 2018-19
3) 21st CCLC programs provide youth-centered opportunities that reflect student voice and needs, and complement the school day.	(see above Youth Centered Activities)	Art programs Sports, Fitness & Recreation programs STEAM programs Health & Wellness programs Leadership programs Community service projects	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% (134/171)
			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% (131/170)
			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% (95/170)
4) 21st CCLC programs provide supportive learning environments	a) Social and Emotional Learning and Active Engagement: Programs should be intentional in designing		a) All 21st CCLC centers will meet at least 90% of their annual attendance targets as measured by student roster.	75.0% of centers (refer to center level results)

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Program Activities aligned to Objective and Element(s) of Quality Programming	Measure (Indicator)	Baseline Results 2018-19
that engage students in learning and promote positive youth development.	<p>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.</p> <p>b) Interactions and Relationships: Program staff at all levels should develop positive, ongoing connections between and among youth participants and adults in the program; staff should engage in collaboration and partnerships, strive to address barriers, and promote supportive and encouraging norms for youth and staff interaction.</p>	Restorative justice program SEL activities and programs Character education programs	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% (233/643)
			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
			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
			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.	NA (TBD 8/20/2020)
			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.	NA (TBD 8/20/2020)
			g) 85% of 21st CCLC students will report positive student-adult relationships at the program annually as measured by student surveys.	71.5% (123/172)

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Program Activities aligned to Objective and Element(s) of Quality Programming	Measure (Indicator)	Baseline Results 2018-19
			h) 70% of 21st CCLC students will report sense of belonging at the program annually as measured by student surveys.	70.2% (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)

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	Program Activities aligned to Objective and Element(s) of Quality Programming	Measure (Indicator)	Baseline Results 2018-19
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.	Literacy Family Night DLI Family Nights	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)
			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)
			c) 100% of 21st CCLC centers will offer family members with educational opportunities by Year 2 of the grant as measured by program administrator surveys.	NA (TBD 8/20/2020) (Statewide Results)

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

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Program Activities aligned to Objective and Element(s) of Quality Programming	Measure (Indicator)	Baseline Results 2018-19
6) 21st CCLC programs provide equitable opportunities for learning that utilize culturally responsive practices to meet the needs of students who attend high poverty and low-performing schools.	a) Programs will target students in high-poverty areas and those who attend low-performing schools; b) Diversity, Inclusion, Access, and Equity: Programs should ensure that they are available and accessible for all youth; programs should develop and implement policies, and practices focused on respecting and supporting diverse youth participants and families, keeping context at the forefront; program should support staff in building cultural competence among staff and with youth through culturally responsive practices, activities, and opportunities.	GANAS Club Youth for Unity Spanish Japanese Baile Folklorico Art Around the World Games Around the World	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). <i>(this is per grant requirement)</i>	36.5% (234/641)
			b) The demographic distributions (ethnicity, gender, ELL, special education, homeless) of 21st CCLC participants will be similar or higher (5% and above difference) to those found within feeder schools as measured annually by student attendance/demographic data (APR) and school-wide demographics (ODE).	NA (TBD 8/20/2020)
			c) 100% of 21st CCLC centers will meet quality indicators for Diversity, Inclusion, Access, and Equity as documented by the Program Reflection Tool by the 3rd year of the grant.	Not available in Year 1
7) 21st CCLC programs recruit and engage community/school partners to expand capacity for program offerings and for sustaining the program beyond the grant period	a) Partnerships: Programs should strive for engagement with and outreach to schools, families, and communities and promote complementary alignment of school day and afterschool through regular communication, resource allocation, and data-sharing. b) Sustainability: Programs		a) 100% of 21st CCLC centers will meet quality indicators for Partnerships as documented by the Program Reflection Tool by the 3rd year of the grant.	Not available in Year 1
			b) 90% of school day teachers will report satisfaction with communication and collaboration with 21st CCLC program staff to reinforce and complement the school	52.4% (11/21)

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Program Activities aligned to Objective and Element(s) of Quality Programming	Measure (Indicator)	Baseline Results 2018-19
	should be engaging in continuous planning and assessment to ensure fiscally sustainable programming.		day as measured by annual school day teacher surveys.	
			c) 100% of grantees will have a sustainability plan by mid-Year 3 of the grant as measured by Program Reflection Tool.	Not available in Year 1
8) 21st CCLC programs provide a safe, nutritious and healthy environment for all students.	a) Physical Environment: Programs should ensure that there is indoor and outdoor space necessary for the program to fully operate and is appropriate for all planned activities. b) Safety, Health, and Nutrition: Programs should ensure the emotional and physical safety of youth and staff; provide a healthy, welcoming, and accommodating environment; ensure that emergency preparedness is a priority; and provide nourishment based on health and wellness standards for children and youth.	NCSD and BGCP safety procedures and practices Quarterly safety drills Annual safety trainings Quarterly safety walkthroughs of facilities CACFP program in place at all sites	a) 50% of youth and parents will report importance of nutritional support provided by center as measured by annual student/parent surveys.	Student = 60.8% (96/158) Parent = 90.3% (28/31)
			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% (122/168)
			c) 100% of grantees will have an emergency preparedness plan by Year 2 of the grant as measured by Program Reflection tool.	Not available in Year 1
9) 21st CCLC programs implement high quality operations and evidenced-based activities that are regularly evaluated through a continuous	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	District 21st CCLC Administrator Site Directors Ongoing training and professional development for	a) 90% of 21st CCLC parents will report value and satisfaction with center/programming as measured by annual parent surveys.	83.9% (26/31)
			b) 90% of staff report satisfaction with communication & support from program administrators as measured by annual staff survey.	N<5

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Program Activities aligned to Objective and Element(s) of Quality Programming	Measure (Indicator)	Baseline Results 2018-19
improvement process.	autonomy. b) Staff Qualifications and Staff Development: Programs should ensure adequate staffing and recruit and retain highly skilled personnel; provide ongoing professional development at all staff levels; ensure staff have an understanding of targeted and diverse learning strategies; and promote a consistent staff presence throughout the program offering. 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.	all staff Blend of partner staff and certified teachers Utilizing YPQ for program quality assessment, training and continuous improvement.	c) 90% of 21st CCLC staff will report satisfaction with state-provided trainings/ professional development annually as measured by training evaluations. [State Outcome Only]	NA (TBD 8/20/2020) (Statewide Result)
			d) 90% of 21st CCLC staff will report an increase in knowledge/ skills following state provided trainings / professional development annually as measured by training evaluations. [State Outcome Only]	NA (TBD 8/20/2020) (Statewide Result)
			e) 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.	57.8% (Statewide Results)

Outcome Results by Centers

The following table shows results for each center (see PCT rows which represent the percents obtained). Objectives met are in green cells and objectives not met are in light red.

Center Name	Alder Creek Middle	Lot Whitcomb Elementary	Riverside Elementary	Rowe Middle
OBJ1a_Numerator				
OBJ1a_Denominator	0.0	0.0	0.0	0.0
OBJ1a_PCT				
OBJ1c_Numerator	20.0			20.0
OBJ1c_Denominator	48.0	0.0	0.0	45.0
OBJ1c_PCT	41.7			44.4
OBJ2b_Math_Numerator				
OBJ2b_Math_Denominator				1.0
OBJ2b_Math_PCT				
OBJ2b_Read_Numerator				
OBJ2b_Read_Denominator				1.0
OBJ2b_Read_PCT				
OBJ3a_Numerator	43.0	48.0		42.0
OBJ3a_Denominator	52.0	73.0	1.0	45.0
OBJ3a_PCT	82.7	65.8		93.3
OBJ3b_Numerator	46.0	44.0		40.0
OBJ3b_Denominator	53.0	73.0	1.0	43.0
OBJ3b_PCT	86.8	60.3		93.0
OBJ3c_Numerator	25.0	33.0		36.0
OBJ3c_Denominator	53.0	72.0	1.0	44.0
OBJ3c_PCT	47.2	45.8		81.8
OBJ4a_Target_Numerator	150.0	135.0	30.0	150.0
OBJ4a_90%_of_Target	135.0	121.5	27.0	135.0
OBJ4a_Total_Served	304.0	124.0	15.0	200.0
OBJ4a_Met?	Met	Met	Not	Met
OBJ4b_SY_Reg_Numerator	59.0	89.0	8.0	77.0
OBJ4b_SY_Reg_Denominator	304.0	124.0	15.0	200.0
OBJ4b_SY_Reg_PCT	19.4	71.8	53.3	38.5
OBJ4c_Behavior_Numerator				
OBJ4c_Behavior_Denominator				1.0
OBJ4c_Behavior_PCT				
OBJ4d_HomeworkClass_Numerator				
OBJ4d_HomeworkClass_Denominator				1.0
OBJ4d_HomeworkClass_PCT				
OBJ4g_Numerator	28.0	55.0		39.0
OBJ4g_Denominator	53.0	73.0	1.0	45.0
OBJ4g_PCT	52.8	75.3		86.7

Center Name	Alder Creek Middle	Lot Whitcomb Elementary	Riverside Elementary	Rowe Middle
OBJ4h_Numerator	43.0	39.0		35.0
OBJ4h_Denominator	53.0	72.0	1.0	42.0
OBJ4h_PCT	81.1	54.2		83.3
OBJ4iSR_Numerator	29.0	42.0		32.0
OBJ4iSR_Denominator	51.0	72.0	1.0	44.0
OBJ4iSR_PCT	56.9	58.3		72.7
OBJ4iR_Numerator	28.0	50.0		31.0
OBJ4iR_Denominator	51.0	72.0	1.0	41.0
OBJ4iR_PCT	54.9	69.4		75.6
OBJ5a_Numerator	9.0			
OBJ5a_Denominator	18.0	7.0		6.0
OBJ5a_PCT	50.0			
OBJ5b_Numerator	10.0			
OBJ5b_Denominator	18.0	7.0		6.0
OBJ5b_PCT	55.6			
OBJ6a_FRL_Numerator	67.0	124.0	15.0	28.0
OBJ6a_FRL_Denominator	303.0	124.0	15.0	199.0
OBJ6a_FRL_PCT	22.1	100.0	100.0	14.1
OBJ7b_Numerator				6.0
OBJ7b_Denominator	4.0	4.0		13.0
OBJ7b_PCT				46.2
OBJ8a_Numerator_Student	22.0	54.0		19.0
OBJ8a_Denominator_Student	47.0	68.0	1.0	42.0
OBJ8a_PCT_Student	46.8	79.4		45.2
OBJ8a_Numerator_Parent	16.0			
OBJ8a_Denominator_Parent	18.0	7.0		6.0
OBJ8a_PCT_Parent	88.9			
OBJ8b_Numerator	34.0	52.0		35.0
OBJ8b_Denominator	51.0	72.0	1.0	44.0
OBJ8b_PCT	66.7	72.2		79.5
OBJ9a_Numerator	14.0			
OBJ9a_Denominator	18.0	7.0		6.0
OBJ9a_PCT	77.8			
OBJ9b_Numerator				
OBJ9b_Denominator	1.0			
OBJ9b_PCT				

Additional Survey Results

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

Students reported that the program helped them:

- 57% with their academic performance
- 71% feel good about themselves
- 76% with peer collaboration skills
- 73% develop positive relationships with others
- 73% develop leadership skills
- 76% improve their problem-solving skills

70% said the program motivated them to do well and stay in school

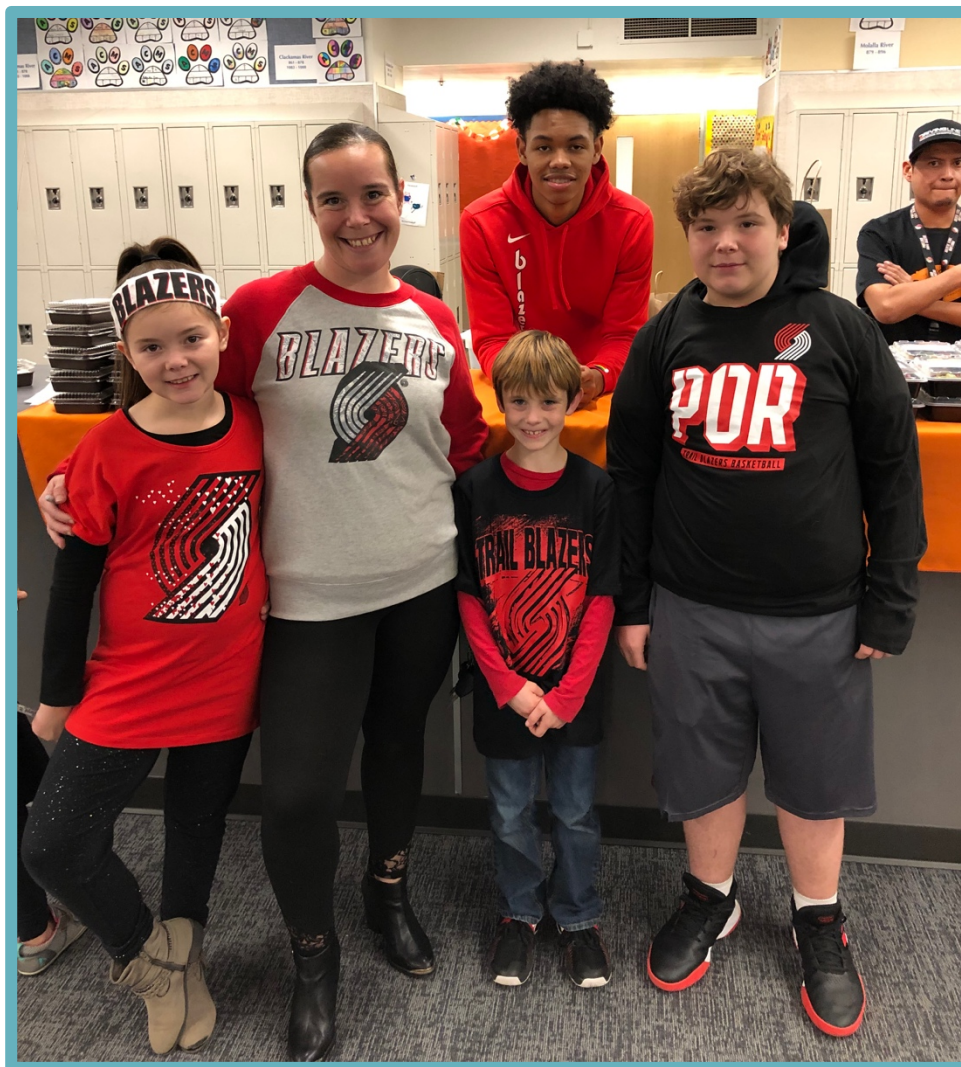
41% reported they would be hungry after school without the after school meal program

Teacher, Staff and Administrator Feedback:

- 95% feel the program is good for the students
- 86% believe the program is an integral component of the school
- 76% reported that the program supports student academic success
- 95% would recommend the program to families

Caregiver Feedback:

- 90% feel the program has been worthwhile for their family
- 73% believe the program meets the individual needs of their children
- 79% value the nutritional support their children receive in the program
- 79% feel their child has benefitted from the afterschool program
- 68% believe the program has had a positive impact on their child's attitude towards school
- 71% report that the program has had a positive impact on their child's interactions with other students/peers.



Outcome Measures Summary (Reflection)

Strengths:

We served more youth than projected at three centers and a large proportion of elementary students were regular attenders. Student, school staff and caregiver feedback was overall positive, especially for brand new programming.

Areas for Improvement:

School and Family Communication

School staff and families will report more satisfaction in terms of communication and collaboration with the afterschool program. Families will report knowing more about the program activities and their students' involvement and progress in the afterschool program. Similarly, teachers will report better understanding of afterschool programming options, student involvement, behavioral management and alignment with school day/school-wide goals.

Site Directors will participate in weekly school staff meetings. Site Directors will participate in weekly school CARE team meetings. Weekly parent and school staff newsletters will be created and distributed. Quarterly program summaries to families and school staff. Implementation of Remind app student and family communication. Rosters provided to school facilitators of after school clubs. Broader and more intentional solicitation of school and family feedback through stakeholder meetings (diversify the group and communicate earlier about meeting times). Earlier and clearer communication about program offerings. Insuring that all program materials are translated into needed languages in a timely manner. Distributing survey much earlier, providing more clarity about survey instructions and tools to remove barriers that may prevent survey completion.

Regular Attendance

A minimum of 75% of our elementary and middle school students will be regular attenders. Program staff will collaborate with school day teachers, school staff and parents to recruit and retain students in the program. Program activity schedules will be designed with student interest as a main focus, scheduling activities throughout the week that will increase student frequency of attendance. Incentive programs will be put into place for students who reach 30, 60, and 90 day attendance thresholds.

Academic Supports Aligned to the School Day

We will continue to work directly with school administration and teachers to align our program offerings to complement and reinforce the academic school day. 21st CCLC Program Staff will observe instruction during the school day in order to be more well-equipped to design after school programming that is seamless and supplementary. In addition, we will recruit additional certified teaching staff to serve as after school tutors for 21st CCLC participants so that students have additional access to professional academic supports.

Meaningful Family Engagement Opportunities

We will increase our community-based partnerships and strategically align our partnerships with organizations that provide family services and educational opportunities. We will launch financial literacy,

parenting, and mental health workshop series with incentives for parent completion. All sites will hold regular family engagement events for students and caregivers to participate in activities together, go on field trips as a family, and work on school and community service projects together.

Career and Technical Education Programming

Each site will increase its CTE program activities and opportunities for students to explore and connect to career paths. We will bring in guest speakers, host career exploration events, and take students on field trips to local colleges, university, and technical education programs.

Priority Areas and Action Planning:

Need/Issue to Be Addressed	Why is this important to your work with youth?
Regular Attendance	Research shows that students who have regular attendance in after school programming have better academic and social outcomes.
School & Family Communication	Providing high levels of communication and collaboration with schools and families increases the effectiveness of and support for the 21st CCLC programs which lead to better student outcomes and sustainability for the programs.

Part IV. Conclusion and Dissemination of Evaluation Findings

Summary Narrative

Overall, our 21st CCLC programs were successful at launching four new sites this school year in conjunction with a new community-based partnership. We were able to provide a broad array of activities and services to a large number of students, high levels of academic support afterschool, engage families and form stakeholder teams. Our main challenges included maintaining consistent staffing levels, providing adequate and relevant communication to school day staff and parents, and building up the number of regular program attendees. Provide an overall assessment of your program, its strengths, and challenges. Questions to Consider: What trends can be seen across all sites? What has worked and what hasn't? Why were specific outcomes achieved and others not?

Recommendations and Lessons Learned

While we had high levels of student engagement and communication in this first year of our programs, we did not have a formal system in place for regular, relevant communication to school day staff and families. Many parents and guardians do not come to campus to drop off/pick up students so we have to rely on digital and print communication, which is less effective than in person communication. Next year, we are going to utilize a weekly program newsletter emailed directly to parents, guardians, and school staff as well as making intentional positive parent phone calls each week to connect and communicate better with families. We are also changing our staffing schedule to allow for program staff to be able to attend weekly school staff meetings and grade level team meetings to be more integrated within school teams.

In addition, while we served more than our targeted number of students at each site, we also did not meet our goal of having 75% of students in our program become regular attenders. We knew this would especially be a challenge in our middle school programs. Next year, we plan to improve our regular attendance percentages by holding community celebrations to recognize attendance milestones in collaboration with our district-wide regular attendance campaign, Every Day Counts. Program staff will also target "almost regular" attendees and recruit them to attend additional days of programming. To ensure we have the daily staffing capacity to reach our regular attendance goals, we will also increase number of community partners offering programs throughout the week.

This year, we learned a great deal about the need for our community-based partners to be strategically embedded with school teams and greater school communities. We are stronger together and the more deeply we collaborate, the more effective we are. We also learned more about what our students and families need and what types of supports they want to see offered by our programs. Ultimately, this sets us up to be more effective next year and we have built a solid foundation on which to grow sustainable programming for our 21st Century Community Learning Centers.

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 all Year 1 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.

