




21st Century Community Learning Center Grant: 2020-21 Local Evaluation Report

North Clackamas

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Report Completed by	Amber Barnes, North Clackamas School District State-required data provided by Miriam Resendez, JEM & R LLC	
Centers	Lot Whitcomb Elementary School, Rowe Middle School, Alder Creek Middle School, Oak Grove Boys & Girls Club	
Feeder Schools	Lot Whitcomb Elementary School, Rowe Middle School, Alder Creek Middle School, Oak Grove Elementary, Riverside Elementary School, Lewelling Elementary School, Ardenwald Elementary School	

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

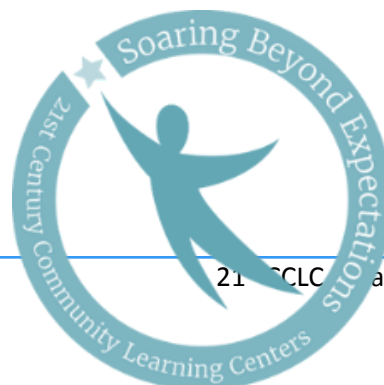


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In order to "support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools" the U.S. Department of Education 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

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. NCSO 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 (NCSO) 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. NCSO, with previous successful 21stCCLC experience is investing more resources and developing new partners to add new sites and provide bilingual programs. NCSO 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. NCSO partner, Boys & Girls Club of Portland (BGCP) will serve as Site Coordinators, working at four NCSO locations. By joining forces, BGCP and NCSO 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:

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).

IMPACT OF PANDEMIC ON PROGRAM:

For the Summer of 2020, our programs were required to remain virtual and only asynchronous, due to district policies that were in place. Our school district staff and our partner staff at the Boys & Girls Club, rose to the challenge and created a comprehensive collection of digital summer camp curriculum that students could access from anywhere, at any time. Although staff reached out to students and families to try and engage them directly, this was difficult. We had a tough time tracking actual engagement, even though our website analytics showed us that roughly 300 individual users were accessing the curriculum on the website throughout the summer months.

At the beginning of the Fall semester, the technology infrastructure and district policy was in place that allowed our programming to shift to virtual live sessions via Google Meets. While students, families, and teachers were adjusting to live virtual curriculum and classes, our 21st CCLC staff came alongside students and families to help them navigate and access. Our program offered daily virtual academic support sessions after school hours, lunch time mentoring, after school enrichment clubs and activities, and virtual Family Fun Nights on Fridays. Our team started out the year hopeful and ready to reconnect in real time with students and families. We quickly saw how difficult it was to offer programs virtually, and saw dramatic decrease in engagement. Students and families reported "too much screen time" as the main reason they were choosing not to participate. Our middle school students also reported that they had additional household responsibilities that prevented them from participating.

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 2020-21 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 remote and hybrid programming that occurred during the 2020-21 school year as a result of the continuing pandemic, survey data was challenging to obtain, especially among students and caregivers. Participation rates also generally decreased in comparison to prior years. Therefore, comparisons of results 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 2020	Fall 2020	Spring 2021	Fall-Spring
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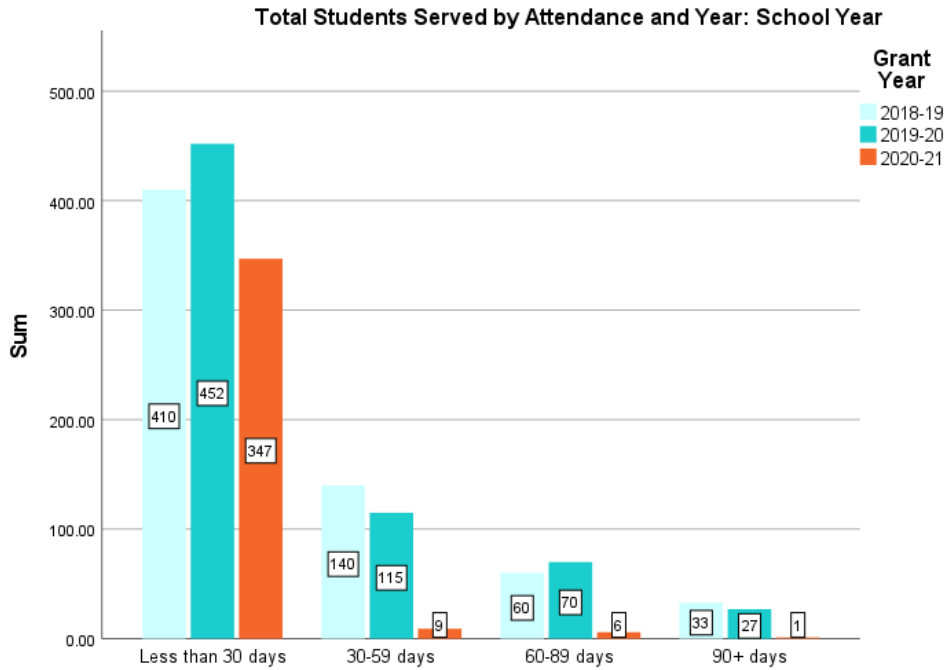
¹ Attendance totals represent the sum of unduplicated student and regular attendees reported by individual Centers; however, students may have attended more than one Center during the reporting period.

	2020-21 School Year			
a) Number of students attending less than 30 days	23	307	157	347
b) Number of students attending 30-59 days*	0	6	9	9
c) Number of students attending 60-89 days*	0	0	1	6
d) Number of students attending 90+ days*	0	0	0	1
Total Attendees**	23	313	167	363

*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.

4% of our students have attended our program 30 or more days during the school year.

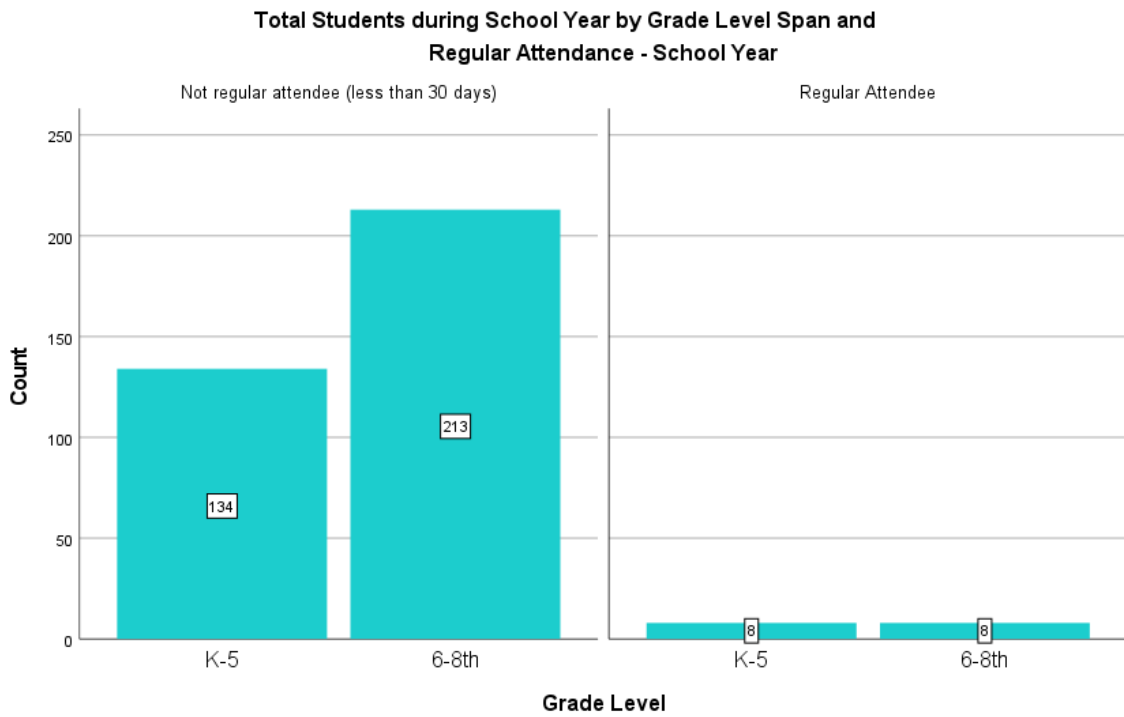


ATTENDANCE BY GRADE LEVEL

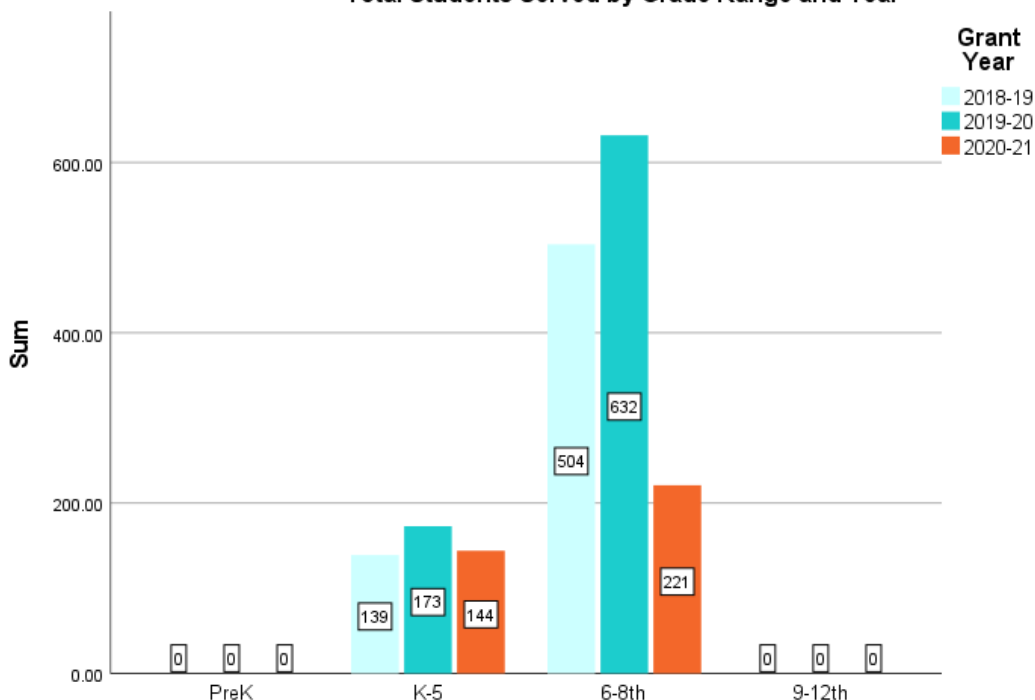
Type	Timing	Grade in School														
		PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Unk
Summer	Not regular	0	0	0	0	2	2	1	20	18	13	0	0	0	0	0
	Regular*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

	Total	0	0	0	0	2	2	1	20	18	13	0	0	0	0	0
Fall	Not regular	0	0	17	31	22	20	32	48	76	61	0	0	0	0	0
	Regular*	0	0	0	0	0	0	2	0	4	0	0	0	0	0	0
	Total	0	0	17	31	22	20	34	48	80	61	0	0	0	0	0
Spring	Not regular	0	0	3	10	9	8	9	41	48	29	0	0	0	0	0
	Regular*	0	0	0	1	0	0	3	2	3	1	0	0	0	0	0
	Total	0	0	3	11	9	8	12	43	51	30	0	0	0	0	0

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



Total Students Served by Grade Range and Year



STUDENTS SERVED VERSUS PROPOSED NUMBER OF STUDENTS TO BE SERVED

Total Students			Regular Students		
Total Served*	Target # (Original)	Percent of Target Served	Regular Students Served (30+ days)	Target # of Regular Students**	Percent of Target Served (Reg.)
363	465	78.1%	16	349	4.6%

*This is total unduplicated counts and includes all terms.

**This is 75% of Total Target.

Observation:

This year only 4% of students were regular attenders to our program.

Interpretation:

Students experienced a great deal of screen fatigue and were not able to attend virtual programming at the same rates as they were able to attend in person programming.

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	

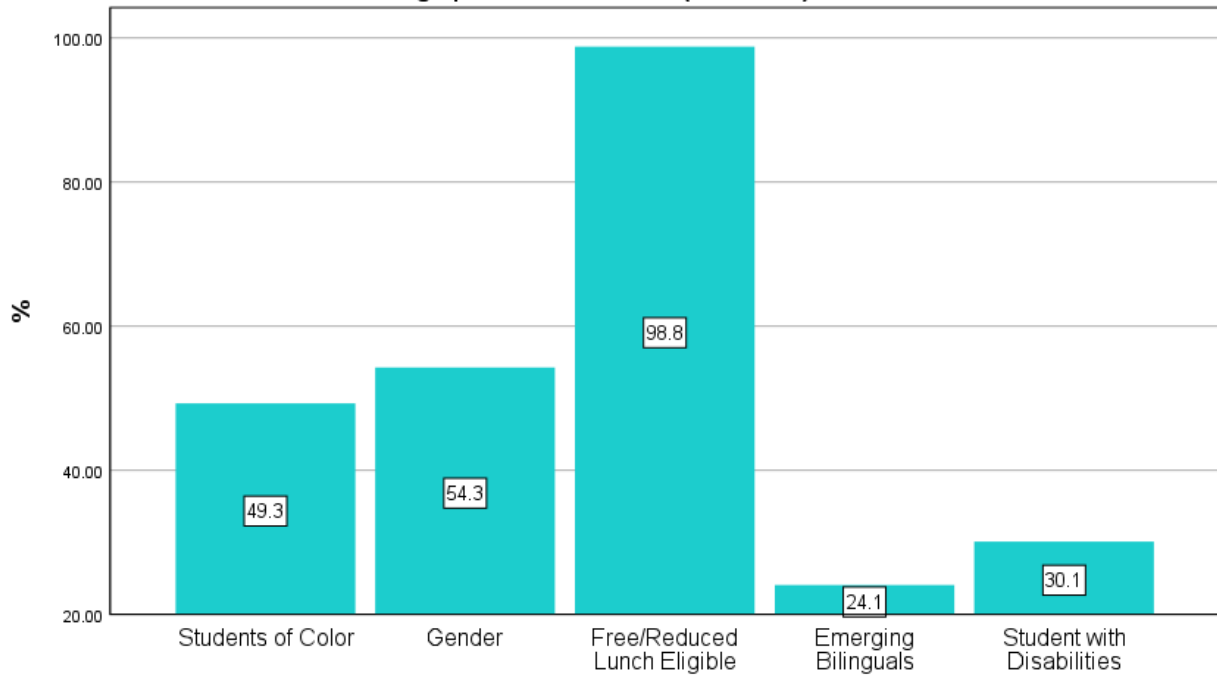
	N	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Alder Creek	134	8	79	59%	4	3%	33	25%	5	4%	1	1%	0	0%	12	9%
Lot Whitcomb	98	3	34	35%	4	4%	43	44%	5	5%	0	0%	1	1%	11	11%
Oak Grove Boys & Girls Club (@Riverside)	44	5	32	73%	0	0%	7	16%	0	0%	0	0%	1	2%	4	9%
Wilbur Rowe	87	0	39	45%	9	10%	26	30%	0	0%	0	0%	0	0%	13	15%
Total	363	16	184	51%	17	5%	109	30%	10	3%	1	0%	2	1%	40	11%

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

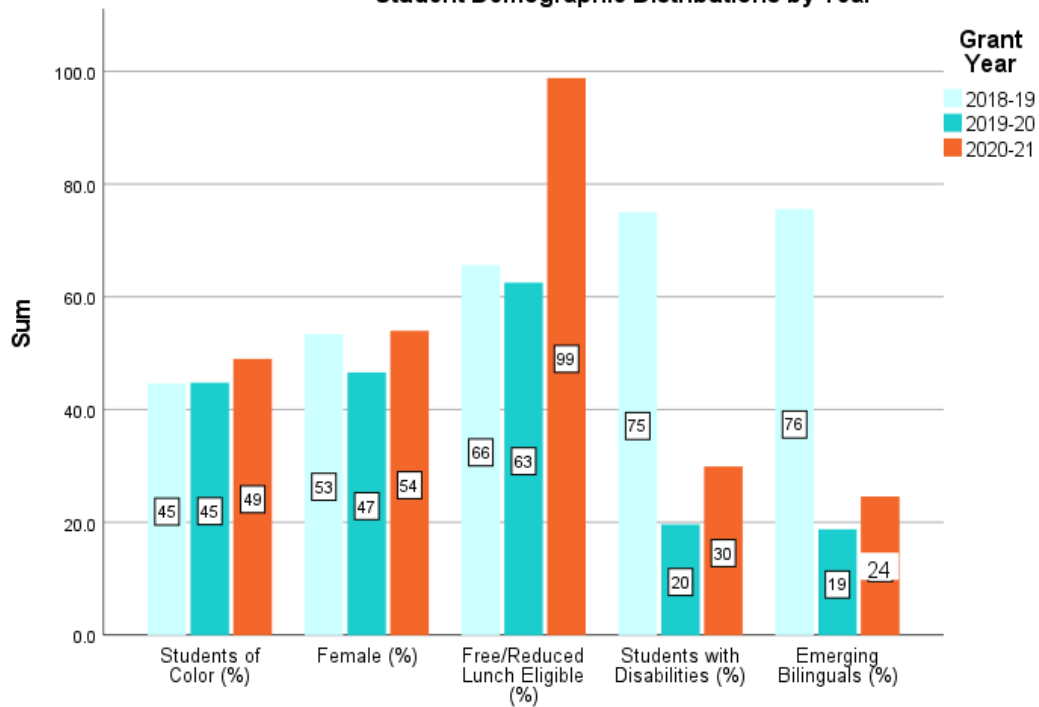
	Gender						Emerging Bilinguals				Free/Reduced Lunch Eligible				Students with Disabilities			
	Male		Female		Other		Not EB		E.B.		Not FRL		FRL		Not		Students w/ Disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Alder Creek	54	40%	80	60%	0	0%	101	80%	26	20%	1	1%	12	99%	87	69%	40	31%
Lot Whitcomb	52	53%	46	47%	0	0%	48	59%	34	41%	0	0%	86	100%	62	76%	20	24%
Oak Grove Boys & Girls Club (@Riverside)	22	50%	22	50%	0	0%	35	88%	5	13%	0	0%	44	100%	28	70%	12	30%
Wilbur Rowe	38	44%	49	56%	0	0%	68	82%	15	18%	3	4%	71	96%	55	66%	28	34%
Total	166	46%	197	54%	0	0%	252	76%	80	24%	4	1%	330	99%	232	70%	100	30%

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

Student Demographic Characteristics (% of Total): School Year



Student Demographic Distributions by Year



STUDENT SUBPOPULATIONS AND ATTENDANCE CATEGORIES: SCHOOL YEAR

		PreK-5				6-12th			
		Less than 30 days		Regular Attendee		Less than 30 days		Regular Attendee	
		Count	%	Count	%	Count	%	Count	%
Race/ Ethnicity	White	60	44.8%	6	75.0%	111	52.1%	7	87.5%
	Black or African American	4	3.0%	0	0.0%	13	6.1%	0	0.0%
	Hispanic	49	36.6%	1	12.5%	59	27.7%	0	0.0%
	Asian	5	3.7%	0	0.0%	5	2.3%	0	0.0%
	Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%	1	0.5%	0	0.0%
	American Indian or Native Alaskan	2	1.5%	0	0.0%	0	0.0%	0	0.0%
	Multiracial	14	10.4%	1	12.5%	24	11.3%	1	12.5%
	Data Not Provided	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Gender	Male	70	52.2%	4	50.0%	90	42.3%	2	25.0%
	Female	64	47.8%	4	50.0%	123	57.7%	6	75.0%
	Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
FRL Eligible	Not FRL	0	0.0%	0	0.0%	4	2.0%	0	0.0%
	Free/Reduced Lunch Eligible	119	100.0%	8	100.0%	193	98.0%	7	100.0%
Emerging Bilinguals	Not Emerging Bilingual	77	66.4%	6	100.0%	161	79.7%	8	100.0%
	Emerging Bilingual	39	33.6%	0	0.0%	41	20.3%	0	0.0%
Student with Disabilities	Not Student w/Disability	85	73.3%	5	83.3%	137	67.8%	5	62.5%
	Student w/Disability	31	26.7%	1	16.7%	65	32.2%	3	37.5%

SUMMARY OF STUDENT CHARACTERISTICS

30% of our students are Students with Disabilities
24% of our students are Emerging Bilinguals

 Observation:

Our programs continue to serve high rates of emerging bilingual students and high rates of students with disabilities.

 Interpretation:

Our program staff have intentionally worked with school teams to identify and recruit students in these two demographics over the past two years. Specifically during COVID, program staff were doing targeted outreach to these students and families in hopes of keeping students engaged and connected to their school communities.

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II.B. PROGRAM ACTIVITIES

Student Activities

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



Activities in Fall 2020 and Spring 2021

The on-going COVID-19 pandemic impacted our ability to offer in-person support/activities. During the Fall and Spring term(s), we offered remote programming at the following locations. This includes distance learning, virtual instruction, hardcopy packets sent home to students before or after schools closed or via email, and/or other forms of instruction taking place outside the classroom. The following types of remote learning activities were offered sometimes (2), frequently (3) or never (1):

	Alder Cree k Midd e	Lot Whitcom b Element ary	Riverside Element ary	Rowe Midd e
Students work on print materials (e.g., paper packets, worksheets, textbooks).	2	2	2	2
Students work on learning materials made available digitally (e.g., emailed, posted on a website, Google Classroom, Canvas) asynchronously.	2	3	3	3
Students work on digital learning activities using external websites (e.g., PBS Learning Media, National Geographic).	2	3	3	2
Students work on digital lessons as part of an online program provided by an outside vendor (e.g., ST Math, Khan Academy, Newsela).	1	1	1	2
Students watch lessons prerecorded by a staff and made available online (e.g., YouTube, Google Classroom).	2	3	3	2
Students attend virtual activities (e.g., via Google Meet or Zoom) taught by staff on a fixed schedule synchronously.	3	3	3	3
Students attend virtual tutoring sessions with staff.	3	3	3	3
Students attend virtual “one-on-one time” with staff. This can include “office hours”.	3	2	2	3

1=Never, 2=Sometimes (Occurred monthly or a few times per semester), 3=Frequent (Occurred at least once weekly or biweekly)

The amount of time that students at different grade groupings participated (or were expected to participate) in different instructional modes (remote vs in-person) is noted in the table below.

AVERAGE HOURS PER WEEK SPENT ON ACTIVITIES AMONG STUDENTS BY GRADE LEVEL

Center	Grade Level	Remote Learning Avg. Hours/Week	In-Person Avg. Hours/Week
Alder Creek Middle	Grades K–2	10	
	Grades 3–5	10	
	Grades 6–8	10	
	Grades 9–12	NA	
Lot Whitcomb Elementary	Grades K–2	7	
	Grades 3–5	8	
	Grades 6–8	9	
	Grades 9–12	NA	
Riverside Elementary	Grades K–2	7	
	Grades 3–5	8	
	Grades 6–8	9	
	Grades 9–12	NA	
Rowe Middle	Grades K–2	7	
	Grades 3–5	8	
	Grades 6–8	7	
	Grades 9–12	NA	

We heard loud and clear from our students and families that students needed social/emotional and mental health supports, time to connect with peers, and physical activity. Our staff worked to provide a broad array of programs and activities that reflected those needs.

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

Center	Term	Activity Name	Mean Participant Numbers
Alder Creek Middle	Summer	Virtual Art	20
		Virtual Physical Activity	20

Center	Term	Activity Name	Mean Participant Numbers
Lot Whitcomb Elementary	Summer	Virtual SEL Supports	10
		Virtual STEM	15
		Virtual Fitness	5
		Virtual SEL Supports	5
		Virtual Summer Reading Program	5
		Virtual Summer STEM	5
		Rowe Middle	Summer
Virtual Physical Activity	20		
Virtual SEL Supports	10		
Virtual STEM	15		

Center	Term	Activity Name	Total Sessions Held within Activity	Total Days Conducted (sum across all sessions)	Avg. Total Hours / Day Conducted
Alder Creek Middle	Fall	Arts and Crafts	2	28	1.0
		Career Exploration	1	19	1.0
		Chess for Success	1	19	1.0
		College Prep	1	10	1.0
		Cooperative Games	1	10	1.0
		Dance modern, folk and classical	1	17	1.0
		Dungeons & Dragons	1	19	1.0
		Family Connections	1	11	2.0
		Fitness and Health/ Wellness	2	10	1.0
		Holiday Supports	2	2	1.5
		Reading Tutoring	1	4	1.0
		SAGA/UNITY Clubs	1	8	1.0
		VIRTUAL Program 2020-2021	1	41	2.2

Center	Term	Activity Name	Total Sessions Held within Activity	Total Days Conducted (sum across all sessions)	Avg. Total Hours / Day Conducted		
	Spring	Youth leadership	4	31	1.0		
		Arts and Crafts	3	46	1.0		
		Career Exploration	1	46	1.0		
		Character Development	2	29	1.0		
		Chess for Success	1	44	1.0		
		College Prep	2	122	1.0		
		Cooperative Games	1	9	1.0		
		Culinary Arts	1	18	1.0		
		Dance ~» modern, folk and classical	1	44	1.0		
		Drawing/ Painting	2	27	1.0		
		Dungeons & Dragons	1	46	1.0		
		Family Connections	1	1	2.0		
		Fitness and Health/ Wellness	1	21	1.0		
		Foreign Language Enrichment	1	19	1.0		
		MUSIC	1	18	1.0		
		Reading Tutoring	2	15	1.0		
		SAGA/UNITY Clubs	1	21	1.0		
		Team Building	1	8	1.0		
		Theatre Arts/ Drama	1	46	1.0		
		VIRTUAL Program 2020-2021	1	114	2.2		
		Youth leadership	5	78	1.0		
		Lot Whitcomb Elem	Fall	Arts and Crafts	1	27	1.0
				Family Connections	1	13	3.0
Food Truck Event	1			1	2.0		
Gaming	1			19	1.0		
VIRTUAL Program 2020-2021	1			46	0.5		

Center	Term	Activity Name	Total Sessions Held within Activity	Total Days Conducted (sum across all sessions)	Avg. Total Hours / Day Conducted		
		Winter Blitz/Holiday Support	1	4	2.0		
		Youth leadership	2	17	1.0		
	Spring	Arts and Crafts	1	68	1.0		
		Character Development	1	21	1.0		
		Cooperative Games	1	19	1.0		
		Family Connections	1	23	3.0		
		Fitness and Health/ Wellness	1	21	1.0		
		Gaming	1	48	1.0		
		Lunch Time Mentoring	1	82	0.7		
		Team Building	1	19	1.0		
		VIRTUAL Program 2020-2021	1	116	0.5		
		Youth leadership	2	46	1.0		
		Oak Grove BGC (Riverside Elem)	Fall	Art	1	14	1.0
				Family Connections	1	13	2.0
Food Truck Event	1			1	2.0		
Gaming	1			19	1.0		
Holiday Winter Support	1			4	2.0		
VIRTUAL Program 2020-2021	1			35	0.5		
Youth leadership	2			11	1.0		
Spring	Art		1	57	1.0		
	Character Development		1	21	1.0		
	Cooperative Games		1	19	1.0		
	Family Connections		1	23	2.0		
	Fitness and Health/ Wellness		1	21	1.0		
	Gaming		1	42	1.0		
	Team Building		1	19	1.0		
VIRTUAL Program 2020-2021	1	101	0.5				

Center	Term	Activity Name	Total Sessions Held within Activity	Total Days Conducted (sum across all sessions)	Avg. Total Hours / Day Conducted
Rowe Middle	Fall	Youth leadership	2	43	1.0
		Arts and Crafts	2	26	1.0
		Career Exploration	1	19	1.0
		Chess for Success	1	19	1.0
		College Prep	1	3	1.0
		Cooperative Games	1	10	1.0
		Dance modern, folk and classical	1	17	1.0
		Family Connections	1	11	2.0
		Fitness and Health/ Wellness	1	8	1.0
		Gaming	1	19	1.0
		Holiday Supports	2	2	1.5
		Reading Tutoring	1	10	1.0
		SAGA/UNITY Clubs	1	7	1.0
		VIRTUAL Program 2020-2021	1	46	2.1
		Youth leadership	3	35	1.0
	Spring	Arts and Crafts	2	37	1.0
		Career Exploration	1	46	1.0
		Character Development	2	41	1.0
		Chess for Success	2	62	1.0
		College Prep	2	139	1.0
		Cooperative Games	1	21	1.0
		Culinary Arts	1	18	1.0
		Dance modern, folk and classical	1	44	1.0
		Drawing/ Painting	2	27	1.0
		Family Connections	1	1	2.0
		Foreign Language Enrichment	1	42	1.0

Center	Term	Activity Name	Total Sessions Held within Activity	Total Days Conducted (sum across all sessions)	Avg. Total Hours / Day Conducted
		Gaming	1	46	1.0
		MUSIC	1	18	1.0
		Reading Tutoring	2	32	1.0
		SAGA/UNITY Clubs	1	14	1.0
		Team Building	1	8	1.0
		Theatre Arts/ Drama	1	46	1.0
		VIRTUAL Program 2020-2021	1	52	2.2
		Youth leadership	3	88	1.0

CATEGORIES OF STUDENT SERVICES / ACTIVITIES PROVIDED DURING SCHOOL YEAR: **ALDER CREEK MIDDLE**

	Fall 2020	Spring 2021

Student Activity Category	Total Students Participating *	Average days (total) students participated	Average hours (total) students participated	Average hours / day students participated	Total Students Participating *	Average days (total) students participated	Average hours (total) students participated	Average hours/day students participated
Arts & Music	64	3	3.5	1.1	42	6	6.4	1.0
College and Career Readiness	6	6	5.5	1.0	3	2	1.7	1.0
Community/Service Learning	66	4	6.7	1.8	25	11	9.5	0.9
Counseling Programs	13	4	3.9	1.0	12	4	4.4	1.0
Literacy	16	2	1.8	1.0	21	4	4.0	1.0
Physical Activity	13	4	4.0	1.0	8	5	5.1	1.0
STEM					15	4	4.5	1.0
Tutoring	8	3	3.3	1.0	11	13	12.6	1.0
Violence Prevention	5	7	13.8	1.9	12	2	2.4	1.1
Youth Leadership	15	3	2.9	1.0	29	3	3.4	1.0

**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 ELEM**

	Fall 2020				Spring 2021			
Student Activity Category	Total Students Participating *	Average days (total) students participated	Average hours (total) students participated	Average hours/day students participated	Total Students Participating *	Average days (total) students participated	Average hours (total) students participated	Average hours/day students participated
Community/Service Learning					30	9	4.2	0.5
Mentoring					12	2	1.0	0.5
Physical Activity					22	3	2.8	1.0
Violence Prevention	81	6	14.2	2.3	20	4	4.4	1.0
Youth Leadership					26	4	4.4	1.0

*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: **OAK GROVE BGC**

	Fall 2020				Spring 2021			
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Student Activity Category	Total Students Participating *	Average days (total) students participated	Average hours (total) students participated	Average hours/day student participated	Total Students Participating *	Average days (total) students participated	Average hours (total) students participated	Average hours/day students participated
Arts & Music	4	9	8.8	1.0				
Community/Service Learning	41	6	10.1	1.6	12	17	8.3	0.5
Physical Activity					11	4	3.8	1.0
Violence Prevention	4	12	23.5	2.0	12	6	5.8	1.0
Youth Leadership	4	16	16.3	1.0	9	10	9.9	1.0

**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**

	Fall 2020	Spring 2021
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Student Activity Category	Total Students Participating *	Average days (total) students participated	Average hours (total) students participated	Average hours/day students participated	Total Students Participating *	Average days (total) students participated	Average hours (total) students participated	Average hours/day students participated
Arts & Music	6	2	2.0	1.1	1	1	1.0	1.0
Community/Service Learning	61	1	2.2	1.6	5	3	1.8	0.6
Counseling Programs	15	4	3.6	1.0	15	5	4.6	1.0
Literacy	3	1	1.3	1.0	3	3	2.7	1.0
STEM					4	3	3.0	1.0
Tutoring	1	3	3.0	1.0				
Violence Prevention	7	11	22.0	2.0	7	1	2.0	2.0
Youth Leadership	11	3	2.8	1.0	6	8	7.7	1.0

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

Family Engagement

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

COVID made family events nearly impossible. We were able to host virtual family nights and a couple of drive through events where families could wave to staff and pick up food and supplies.

During the 2020-21 grant year, 96-330 of our youths’ family members participated in 21st CCLC programming *during each term* across all sites.

# of Family Members Participating in 21st CCLC Funded Activity					
Center	Grade Span	Summer	Fall	Spring	SY Total*
Alder Creek Middle	6th-12th	0	96	96	192
Lot Whitcomb Elem	PreK-5	0	317	317	634
Rowe Middle	6th-12th	0	165	165	330

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

FAMILY ENGAGEMENT EVENTS 2020-21

Center Name	Term	Activity Category	Activity Name	Total Sessions	Total Days Conducted	Avg. Hours per Day
Alder Creek Middle	Fall	Promotion of parental involvement	Family Nights	1	13	2.0
			Supports in Middle School	1	10	1.5
	Spring	Promotion of parental involvement	Family Nights	1	25	2.0
Rowe Middle	Fall	Promotion of parental involvement	Family Engagement Events	1	13	2.0
			Supports in Middle School	1	10	1.5
	Spring	Promotion of parental involvement	Family Engagement Events	1	24	2.0

SUMMARY OF PROGRAM OFFERINGS

Our program offered virtual programming focused on SEL, mental health supports, peer connection, and physical activity.

 **Observation:**

Our program offered virtual programming that was responsive to student and family needs during the global pandemic.

 **Interpretation:**

We were forced to limit our programming this year due to COVID restrictions and staffing challenges of our community partners.

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 2020 OPERATING TIME

Center	Start Date	End Date	Total weeks that center was in operation	Start Time(s)	End Time(s)
Alder Creek Middle School	June 23rd	August 14th	8	Asynchronous	N/A
Rowe Middle School				6 hours of program offered daily	
Lot Whitcomb Elementary School					
Riverside Elementary @ Oak Grove Boys & Girls Club					

SUMMER HOURS

Center	Monday	Tuesday	Wednesday	Thursday	Friday

SCHOOL YEAR 2020-21 OPERATING TIME

Center	Fall Start Date	Fall End Date	Spring Start Date	Spring End Date	Total Weeks SY
Alder Creek Middle School	10/12/2020	12/18/2020	01/04/2021	05/27/2021	31
Lot Whitcomb Elem	10/12/2020	12/18/2020	01/04/2021	05/27/2021	31
Riverside Elem	10/12/2020	12/18/2020	01/04/2021	05/27/2021	31
Rowe Middle School	10/12/2020	12/18/2020	01/04/2021	05/27/2021	31

SCHOOL YEAR HOURS (PRIOR TO SCHOOL CLOSURES)

Center	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Alder Creek Middle School	4:15pm-6:15pm, Google Site/Meet	4:15pm-6:15pm, Google Site/Meet	12:00pm-6:15pm, Google Site/Meet,	4:15pm-6:15pm, Google Site/Meet, Virtual	4:15pm-7:00pm, Google Site/Meet,	15

	, Virtual	t, Virtual	Virtual		Virtual	
Lot Whitcomb Elem	2:00pm-5:00pm, Google Site/Meet, Virtual	2:00pm-5:00pm, Google Site/Meet, Virtual	2:00pm-5:00pm, Google Site/Meet, Virtual	2:00pm-5:00pm, Google Site/Meet, Virtual	2:00pm-5:00pm, Google Site/Meet, Virtual	15
Oak Grove BGC (Riverside Elementary)	2:00pm-5:00pm, Google Site/Meet, Virtual	2:00pm-5:00pm, Google Site/Meet, Virtual	2:00pm-5:00pm, Google Site/Meet, Virtual	2:00pm-5:00pm, Google Site/Meet, Virtual	2:00pm-5:00pm, Google Site/Meet, Virtual	15
Rowe Middle School	4:15pm-6:15pm, Google Site/Meet, Virtual	4:15pm-6:15pm, Google Site/Meet, Virtual	12:00pm-6:15pm, Google Site/Meet, Virtual	4:15pm-6:15pm, Google Site/Meet, Virtual	4:15pm-7:00pm, Google Site/Meet, Virtual	15

Staffing

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



STAFFING BY TYPE

	Summer*	Fall	Spring
Administrators	0	0	0
College Students	0	1	1
Community Members	0	1	1
High School Students	0	0	0
Other Non-Teaching School Staff	0	1	1
Parents	0	0	0
School Day Teachers	0	4	4
Subcontracted Staff	8	17	20
Other	0	3	3
TOTAL	8	27	30

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

STAFFING BY CENTER (UNDUPLICATED ACROSS ALL TERMS)

	Paid in Cash Staff	Paid in Kind Staff	Volunteer Staff	TOTAL
Alder Creek Middle	11	0	3	14
Lot Whitcomb Elementary	5	0	0	5
Oak Grove BGC (Riverside Elementary)	1	0	0	1
Rowe Middle	10	0	0	10
TOTAL	27	0	3	30

STAFFING BY DEMOGRAPHICS (UNDUPLICATED ACROSS ALL TERMS)

Center	Gender			Ethnicity							Experience
	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian	American Indian	Multicultural	Other	Average Years of experience in Youth Development/ Child Care / After School

				a n A m e r i c a n			a n o r P a c i f i c I s l a n d e r	n o r N a t i v e A l a s k a n		d e d		
Alder Creek Middle	4	9	4	1	0	0	0	0	0	0	0	1
Lot Whitcomb Elementary	1	4	2	0	0	0	0	0	0	0	0	4
Oak Grove BGC (Riverside Elementary)	1	3	2	0	0	0	0	0	0	0	0	5
Rowe Middle	2	6	2	0	0	0	0	0	0	0	0	1
TOTAL	8	22	10	1	0	0	0	0	0	0	0	2

Staff Funding and Turnover

Unfortunately, due to COVID, our partners at the Boys & Girls Clubs of Portland faced a major funding shortfall and was forced to lay off all of their part time staff. While we renegotiated our contract with them to increase support, and they were eventually eligible for CARES funding, many of the staff working in the program had moved on to other opportunities by the time they were offered rehire. This resulted in almost a full staffing turnover.

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. 74% of paid staff were funded by 21st CCLC funds.

AVERAGE STAFF FUNDING AND TURNOVER BY CENTER DURING SCHOOL YEAR

Center Name	# of paid (in cash) staff during school year	# of paid staff that were funded directly by the 21 st CCLC grant
Alder Creek Middle	11	8
Lot Whitcomb Elementary	5	5
Oak Grove BGC (Riverside Elementary)	1	1
Rowe Middle	10	6
TOTAL	27	20

Staff Training

Staff training this year focused on how to utilize technology and digital curriculum to engage with students. In addition, we provided staff with multiple trainings on SEL supports and curriculum.

SUMMARY OF STAFFING

Our staff participated in new professional development this year focused on distance learning support and social and emotional learning curriculum for students.

STAFFING SUMMARY

Observation:

We continue to face challenges in recruiting and retaining staff that is reflective of our student population.

Interpretation:

Our partners at the Boys & Girls Clubs of Portland faced significant staffing challenges due to COVID-19 this year.

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II.D. PARTNERSHIPS

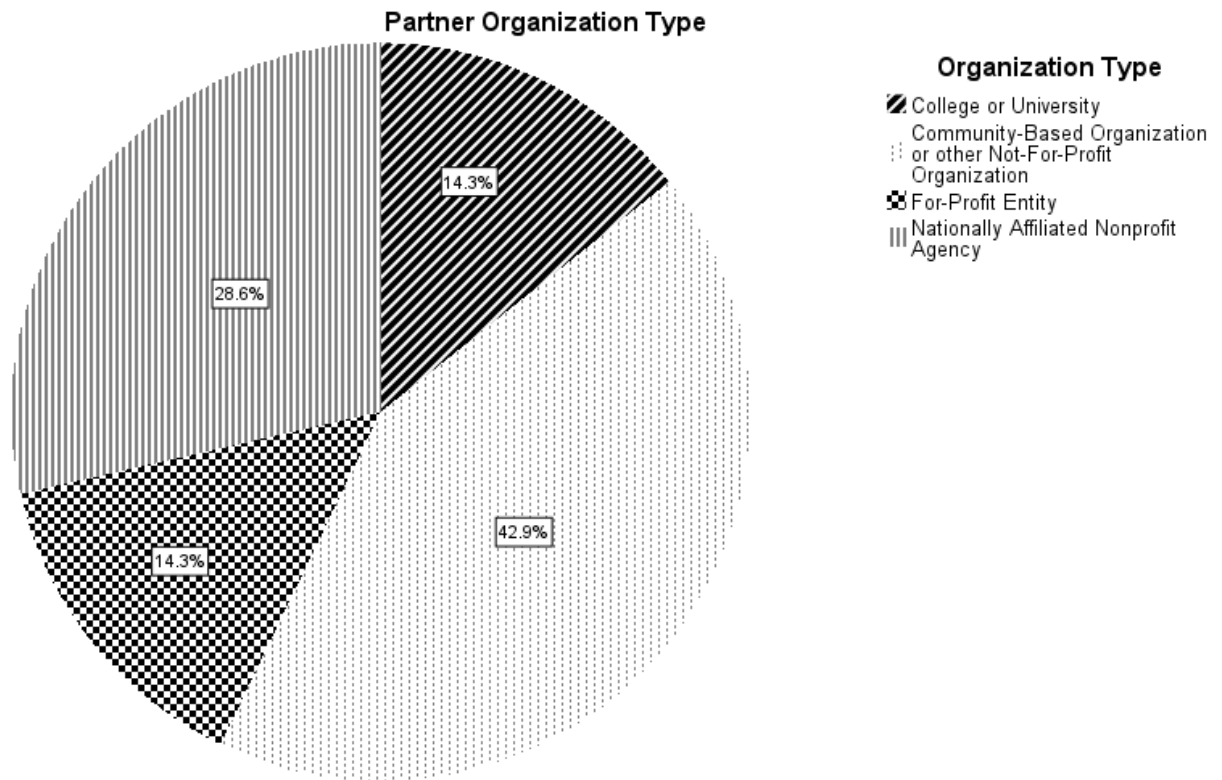
In order to provide a broad range of community-embedded programming, we partner with several community based non-profit organizations. Our primary partner is the Boys & Girls Clubs of Portland Metro. We contract with them to run day to day operations of our school-based sites. They provide a full time 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.



During COVID-19, many of our additional community partners suspended programming and pivoted towards meeting families more immediate health and safety needs.

PARTNERS (ACROSS ALL SITES)

Partner Name	Organization Type	Provide Evaluation Services	Provide Funding / Fundraise	Provide Activity Related Services	Provide Goods & Materials	Provide Volunteer Staffing	Provide Paid Services
Boys & Girls Clubs of Portland Metro	Nationally Affiliated Nonprofit Agency	No	Yes	Yes	Yes	Yes	Yes
Clackamas Women's Services	Community-Based Organization or other Not-For-Profit Organization	No	No	Yes	No	Yes	No
Compassion Connect	Community-Based Organization or other Not-For-Profit Organization	No	No	Yes	No	Yes	No
Girls Inc. of the Pacific NW	Nationally Affiliated Nonprofit Agency	No	No	Yes	No	Yes	No
Nike Bowerman TC	For-Profit Entity	No	No	No	No	No	No
Oregon Council on Economic Education	Community-Based Organization or other Not-For-Profit Organization	No	No	No	No	No	No
OSU Extension	College or University	No	No	Yes	No	Yes	No



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 NCS D 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.

Process Measures Summary (Reflection)

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

Strengths:

Our data reflects our program's greatest strength this past year; responsiveness to community need. Our programs listened to students and families and school teams and responded with programming that was tailored to meet the most pressing needs of students and families that fell within 21st CCLC guidelines.

Areas for Improvement:

Our main area for improvement is engagement. COVID dramatically reduced our engagement and participation numbers and we will have to work hard to reconnect with students and families over the next year.

Priority Areas and Action Planning:

Need/Issue to Be Addressed

Why is this important to your work with youth?

Student participation and engagement

The more regular students participate in 21st CCLC programming, the more positive outcomes they demonstrate.

Family engagement

Students who have families that are engaged in meaningful ways with their student's education demonstrate more positive outcomes both academically and socially.

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 many outcomes in terms of items and scales used to measure the indicators during the 2019-20 grant year. Due to feedback, surveys were shortened which meant that some indicators contain less items, and scales shortened to 4 options (strongly agree, agree, disagree, strongly disagree) after removing the “neutral” option. Moreover, statewide there were significantly less student and caregiver surveys collected during the 2020-21 and 2019-20 as a result of the continuing pandemic. Therefore, results should be interpreted with caution.**

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

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21
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, program-ming, and opportunities for youth leadership; and intentionally support academic, social, and emotional competence-building.	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	Not Applicable
		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	Not yet available
		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)	N<10	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	<u>ELA</u> Comparison=2506.2 21 st CCLC=2525.63 Met <u>Math</u>	Not yet available

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21
				Comparison=2473.7 21 st 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 N<10 - Math	No Data Reported	N<10 - Reading N<10 - Math

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	Year 3: 2020-21
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% (134/171)	N<10	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% (131/170)	N<10	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% (95/170)	N>10	N<10

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21
4) 21st CCLC programs provide supportive learning environments that engage students in learning and promote positive youth development.	<p>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.</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>	a) All 21st CCLC grantees will meet at least 90% of annual attendance targets as measured by student roster. <i>(this changed in 2019-20 from 50% of centers to 100% of grantees)</i>	Students Served =643 90% of Target = 419 Met	Students Served = 733 90% of Target = 419 Met	Students Served = 363 90% of Target = 419 Not Met
		b) At least 75% of school year participants will be regular attendees (30+ days) as measured by attendance records. <i>(this is per grant requirement)</i>	36.2% (233/643)	32% (218/682)	4.4% (16/363)
		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	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	No data reported	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.	Not available	Comparison=83.57 % 21st CCLC=92.15% Met	Not yet available

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21
		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% 21 st CCLC=0.57% Met	Not yet available
		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)	N<10	N<10
		h) 70% of 21st CCLC students will report sense of belonging at the program annually as measured by student surveys.	70.2% (118/168)	N<10	N<10
		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	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	Year 3: 2020-21
5) 21st CCLC programs provide opportunities to engage families in their	Offer literacy supports for families; Steps are taken by the center to reach out	a) 70% of parents/caregivers of 21st CCLC students will report satisfaction with level of communication from	54.8% (17/31)	No data reported	68.8% (11/16)

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21
children's education and offers families their own literacy training and related educational development.	and communicate with parents and adult family members of participating students.	program staff annually as measured by parent surveys.			
		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	Not measured
		c) 100% of 21st CCLC centers will offer family members with educational opportunities by Year 2 of the grant as measured by program administrator surveys.	Not available	100% (4/4)	50.0% (2/4)

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	Year 3: 2020-21
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	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% (234/641)	63.9% (460/720)	98.8% (327/331)
		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	Not available	Average Difference between Groups = +0.1%	Not yet available

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21
	building cultural competence among staff and with youth through culturally responsive practices, activities, and opportunities.	attendance/demographic data (APR) and school-wide demographics (ODE)**.		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% of indicators met expectations Baseline	Not yet available
7) 21st CCLC programs recruit and engage community/school partners to expand capacity for program offerings and for sustaining the program beyond the grant period	a) Partnerships: Programs should strive for engagement with and outreach to schools, families, and communities and promote complementary alignment of school day and afterschool through regular communication, resource allocation, and data-sharing. b) Sustainability: Programs should be engaging in continuous planning and assessment to ensure fiscally sustainable programming.	a) 100% of 21st CCLC grantees will meet quality indicators (“met expectations”) for Partnerships as documented by the Program Reflection Tool by the 3rd year of the grant.	Not available	53.9% of indicators met expectations Baseline	Not yet available
		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% (11/21)	73.9% (17/23)	72.7% (8/11)
		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	Not yet available
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,	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% (96/158) Parent = 90.3% (28/31)	N<10 Student No data reported -Caregiver	Not measured
		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)	N<10	Not measured

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21
	welcoming, and accommodating environment; ensure that emergency preparedness is a priority; and provide nourishment based on health and wellness standards for children and youth.	c) 100% of grantees will have an emergency preparedness plan by Year 2 of the grant as measured by Program Reflection tool.	Not available	Not Met	Not yet available
9) 21st CCLC programs implement high quality operations and evidenced-based activities that are regularly evaluated through a continuous improvement process.	<p>a) Program Administration: Programs should have and be driven by a clear vision, mission, and purpose; operation is supported by well-documented policies and procedures; staff have appropriate levels of structure, guidance, and autonomy.</p> <p>b) Evaluation and Continuous Improvement: Programs should have systems in place for ongoing data collection, assessment, and reflection using program data; programs should engage in regular and ongoing action planning for continuous improvement.</p>	a) 90% of 21st CCLC parents will report value and satisfaction with center/programming as measured by annual parent surveys.	83.9% (26/31)	No data reported	73.3% (11/15)
		b) 90% of staff report satisfaction with communication & support from program administrators as measured by annual staff survey.	N<5	60% (12/20)	N<5
		c) 90% of 21st CCLC staff will report satisfaction with state-provided trainings/ professional development annually as measured by training evaluations. [State Outcome Only]	88% (Statewide Result)	Not available	92.5% (Statewide Result)
		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% (2/4)	Not measured

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.

	Alder Creek Middle	Riverside Elementary	Lot Whitcomb Elementary	Rowe Middle
OBJ1a_Numerator	0	0	0	0
OBJ1a_Denominator	0	0	0	0
OBJ1a_PCT	0.0	0.0	0.0	0.0
OBJ1c_Numerator		0	0	0
OBJ1c_Denominator	2	0	0	0
OBJ1c_PCT		0.0	0.0	0.0
OBJ2b_Read_Numerator	0		0	0
OBJ2b_Read_Denominator	1	1	1	0
OBJ2b_Read_PCT	0.0		0.0	0.0
OBJ2b_Math_Numerator	0		0	0
OBJ2b_Math_Denominator	0	1	1	0
OBJ2b_Math_PCT	0.0		0.0	0.0
OBJ3a_Numerator		0	0	0
OBJ3a_Denominator	6	0	0	0
OBJ3a_PCT		0.0	0.0	0.0
OBJ3b_Numerator		0	0	0
OBJ3b_Denominator	7	0	0	0
OBJ3b_PCT		0.0	0.0	0.0
OBJ3c_Numerator		0	0	0
OBJ3c_Denominator	7	0	0	0
OBJ3c_PCT		0.0	0.0	0.0
OBJ4a_Total_Served	134	44	98	87
OBJ4a_Target	135	27	121.5	135
OBJ4a_Met?	No	Yes	No	No

	Alder Creek Middle	Riverside Elementary	Lot Whitcomb Elementary	Rowe Middle
OBJ4b_SY_Reg_Numerator	8	5	3	0
OBJ4b_SY_Reg_Denominator	134	44	98	87
OBJ4b_SY_Reg_PCT	6.0	11.4	3.1	0.0
OBJ4c_Behavior_Numerator			0	0
OBJ4c_Behavior_Denominator	2	1	1	0
OBJ4c_Behavior_PCT			0.0	0.0
OBJ4d_HomeworkClass_Num			0	0
OBJ4d_HomeworkClass_Den	2	1	1	0
OBJ4d_HomeworkClass_PCT			0.0	0.0
OBJ4g_Numerator		0	0	0
OBJ4g_Denominator	7	0	0	0
OBJ4g_PCT		0.0	0.0	0.0
OBJ4h_Numerator		0	0	0
OBJ4h_Denominator	7	0	0	0
OBJ4h_PCT		0.0	0.0	0.0
OBJ4iSR_Numerator		0	0	0
OBJ4iSR_Denominator	7	0	0	0
OBJ4iSR_PCT		0.0	0.0	0.0
OBJ4iR_Numerator		0	0	0
OBJ4iR_Denominator	7	0	0	0
OBJ4iR_PCT		0.0	0.0	0.0
OBJ5a_Numerator		0	0	
OBJ5a_Denominator	7	0	0	9
OBJ5a_PCT		0.0	0.0	
OBJ5b_Numerator		0	0	
OBJ5b_Denominator	7	0	0	8
OBJ5b_PCT		0.0	0.0	
Obj5c_Met?	Yes	0	0	Yes

	Alder Creek Middle	Riverside Elementary	Lot Whitcomb Elementary	Rowe Middle
OBJ6a_FRL_Numerator	129	41	86	71
OBJ6a_FRL_Denominator	130	41	86	74
OBJ6a_FRL_PCT	99.2	100.0	100.0	95.9
OBJ7b_Numerator				
OBJ7b_Denominator	5	1	3	2
OBJ7b_PCT				
OBJ9a_Numerator		0	0	
OBJ9a_Denominator	7	0	0	8
OBJ9a_PCT		0.0	0.0	
OBJ9b_Numerator	0		0	0
OBJ9b_Denominator (N>4)	0	2	0	0
OBJ9b_PCT	0.0		0.0	0.0

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:

What does the outcome data tell you in terms of strength(s)? Describe the greatest strength or success in terms of outcomes measured?

Areas for Improvement:

Due to the COVID-19 impacts on participation in 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 students responded to the survey.	Student feedback is the most important data set we can collect, it tells us what they are experiencing and how we can improve.

Part IV. Conclusion and Dissemination of Evaluation Findings

Summary Narrative

Overall, our 21st CCLC programs faced significant challenges related to the COVID-19 global pandemic over last year at all four of our school-based sites. We were able to provide a broad array of virtual activities and services to students and utilize resources and partnerships to connect students and families with wraparound services. We were able to pivot our focus and resources to help stabilize and support families during a 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.