21st Century CCLC: Cohort 18 – Mill Creek

Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
• Suburban King County community with large low-income, immigrant, BIPOC, and refugee population. • Large population of Multi- Language Learner (MLL) students. • Student assessment results below district averages in Reading and Math content. • Current programmatic supports for students lack sustainability and are limited in capacity to offer transportation and snack services. • Common interest among staff, students, and parents in comprehensive, *before- and after-school* programming that supports academic and social emotional learning opportunities (physical activity, STEM, art, SEL, etc.). • External partnerships with CBO's (e.g., Kent Parks and Recreation) provide some support and would like to expand to more frequent afterschool opportunities. • Needs of families, school staff, community partners, and staff are shifting. • High student mobility. • School includes 6th-8th grade.	**What we aim to do:** • Support students' social-emotional and academic development and respond to emergent socio-emotional needs through programming. • Engage students' families and develop a trusting relationship with the school. • Commitment to equitable approaches, supports and engagements with students and families. • Provide supports for students experiencing trauma, hormonal changes, and academic hardship. • Emphasize support on the return to in-person learning and engage with the School Improvement Plan. • Assist students in navigating trauma, disconnection to school and peers, and negative behaviors. • Explore new methods of engagement with families and create more opportunities for connection. • Bridge cultural gaps between students and the school.	**What we invest:** • Site coordinator and site staff. • Professional development for staff and antiracist actions. • Adoption of technical software and platforms to facilitate student engagement. • Food. • Transportation. • Community partnerships (e.g., Kent School District, Kent Parks and Recreation).	**What we do** • High quality programming *(per PQA process).* • Focus on PQA Domain, "Engaging Environment"* by eliciting student voice. • Student enrichment, social-emotional learning, and academic activities: completing missing assignments, outdoor activities, cooking club, artistic activities, interactive cooperative games. • *Family events that reflect interests of families in the program as measured on surveys and CBO's.* • Field trips . • Provide snacks and meals with support through Kent School District partnership. • Provide regular communication to students/families to provide updates on programming, reminders, and general wellness check . • Weekly team meetings including coordinators from other school sites. • Quarterly meeting with site-based partner groups with community partners and school Principal/administrative staff. • Implement club registration (shift from drop-in approach) to support more regular attendance.	**Who we reach** **Students** • *Serve 10% of each school sites' respective student population.* • *60% of regular attendees will attend 60+ days.* • *There are not differences in regular or 60+ day attendance across race, ethnicity, or MLL groups.* **Families** • *75% of regular attendees will have a family member attend at least one family event, with no disparity in family participation as a function of race, ethnicity, or MLL status.* **Community partners** • *Coordinator in communication with existing and new partners to align services for student needs and interest to engage at least 1 new partner this school year.* • Regular phone calls, packages and attendance/engagement. **Program** • *Support collaboration, voice, and choice of students, families, and partners to help inform programming and continuous improvement.*	**Impact** • *Create sense of belonging and engagement for students in 21st CCLC program, with focus on students furthest from educational opportunity.* • *Strengthen family-school connection for families in 21st CCLC program, with focus on families furthest from educational opportunity.* • *Increase knowledge and skills of families on how to support the education of their children.* • *Meet students' individual needs in the areas of math, reading, and social emotional learning.*

21st Century CCLC: Cohort 18 – Neely O'Brien

Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
• Suburban King County community with large low-income, immigrant, BIPOC, and refugee population. • Large population of Multi- Language Learner (MLL) students. • Student assessment results below district averages in Reading and Math content. • Current programmatic supports for students lack sustainability and are limited in capacity to offer. transportation and snack services. • Common interest among staff, students, and parents in comprehensive, *before- and after-school* programming that supports academic and social emotional learning opportunities (physical activity, STEM, art, SEL, etc.). • External partnerships with CBO's (e.g., Community Network Council, Kent Parks and Recreation) provide some support and would like to expand to more frequent afterschool opportunities. • Needs of families, school staff, community partners, and staff are shifting. • High student mobility.	**What we aim to do:** • Support students' social-emotional and academic development and respond to emergent socio-emotional needs through programming. • Engage students' families and develop a trusting relationship with the school. • Commitment to equitable approaches, supports and engagements with students and families. • Provide supports for students experiencing trauma, hormonal changes, and academic hardship. • Emphasize support on the return to in-person learning and engage with the School Improvement Plan. • Assist students in navigating trauma, disconnection to school and peers, and negative behaviors. • Explore new methods of engagement with families and create more opportunities for connection.	**What we invest:** • Site coordinator and site staff. • Professional development for staff and antiracist actions. • Adoption of technical software and platforms to facilitate student engagement. • Food. • Transportation. • Community partnerships (e.g., Kent School District, Community Network Council, Kent Parks and Recreation, Seattle Universal Math Museum (also relevant to River Ridge). • District Social Emotional Learning curriculum (new in 23-24).	**What we do** • High quality programming *(per PQA process).* • Focus on PQA Domain, "Engaging Environment"* for students (student progress) and parent engagement. Staff will send notes home with updates, photos, and descriptions of program activities. • Student enrichment, social-emotional learning (aligned to district SEL curriculum), and academic activities: outdoor activities, cooking club, artistic activities, interactive cooperative games. • *Family events that reflect interests of families in the program as measured on surveys and CBO's.* • Field trips. • Provide snacks and meals with support through Kent School District partnership. • Provide regular communication to students/families to provide updates on programming, reminders, and general wellness check . • Two-week leadership intensive with 5th graders; skill building throughout year. • Weekly team meetings including coordinators from other school sites. • Quarterly meeting with site-based partner groups with representatives from each CBO partner and school Principal to discuss project status	**Who we reach** **Students** • *Serve 10% of each school sites' respective student population.* • *60% of regular attendees will attend 60+ days.* • *There are not differences in regular or 60+ day attendance across race, ethnicity, or MLL groups.* **Families** • *75% of regular attendees will have a family member attend at least one family event, with no disparity in family participation as a function of race, ethnicity, or MLL status.* **Community partners** • *Coordinator in communication with existing and new partners to align services for student needs and interest to engage at least 1 new partner this school year.* • Regular phone calls, packages and attendance/engagement. **Program** • *Support collaboration, voice, and choice of students, families, and partners to help inform programming and continuous improvement.*	**Impact** • *Create sense of belonging and engagement for students in 21st CCLC program, with focus on students furthest from educational opportunity.* • *Strengthen family-school connection for families in 21st CCLC program, with focus on families furthest from educational opportunity.* • *Increase knowledge and skills of families on how to support the education of their children.* • *Meet students' individual needs in the areas of math, reading, and social emotional learning.*

21st Century CCLC: Cohort 18 – River Ridge

Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
• Suburban King County community with large low-income, immigrant, BIPOC, and refugee population. • Large population of Multi- Language Learner (MLL) students. • Student assessment results below district averages in Reading and Math content. • Current programmatic supports for students lack sustainability and are limited in capacity to offer transportation and snack services. • Common interest among staff, students, and parents in comprehensive, *before- and after-school* programming that supports academic and social emotional learning opportunities (physical activity, STEM, art, SEL, etc.). • External partnerships with CBO's (e.g., Community Network Council, Kent Parks and Recreation, Seattle Universal Math Museum, International Rescue Committee) provide some support and would like to expand to more frequent afterschool opportunities. • CNC has difficulty connecting with students during the school day. • New school (approx. 4 year) with a large population of new teachers and staff. • Needs of families, school staff, community partners, and staff are shifting. • High student mobility.	**What we aim to do:** • Support students' social-emotional and academic development and respond to emergent socio-emotional needs through programming. • *Engage students' families and develop a trusting relationship with the school.* • Commitment to equitable approaches, supports and engagements with students and families. • Provide supports for students experiencing trauma, hormonal changes, and academic hardship. • Emphasize support on the return to in-person learning and engage with the School Improvement Plan. • Assist students in navigating trauma, disconnection to school and peers, and negative behaviors. • Explore new methods of engagement with families and create more opportunities for connection. • Build a culture of community in the new school environment amongst student groups. • Create connections and build community across three schools and between community partners and students/families for additional programming and resources. • Bridge cultural gaps between students and the school. • Expand on partnerships from 23-24, with a stronger emphasis on community and mentorship; student buy-in on a cultural and personal level; familial connections.	**What we invest:** • Site coordinator and site staff • Professional development for staff and antiracist actions. • Adoption of technical software and platforms to facilitate student engagement. • Food. • Transportation. • Community partnerships (e.g., Kent School District, Community Network Council, Kent Parks and Recreation, and Seattle Universal Math Museum.) • Language support for families (translated forms, language line, and interpreters). • District Social Emotional Learning curriculum.	**What we do** • High quality programming *(per PQA process).* • Focus on PQA Domain, "Engaging Environment"*: students will design and lead activities for every session; program will lead activities during River Ridge schoolwide family events. • Student enrichment, social-emotional learning (aligned to district SEL curriculum), and academic activities: math/reading assistance, outdoor activities, cooking club, artistic activities, interactive cooperative games. • *Family events that reflect interests of families in the program as measured on surveys and CBO's.* • Field trips . • Provide snacks and meals with support through Kent School District partnership. • Provide regular communication to students/families to provide updates on programming, reminders, and general wellness check. • Weekly team meetings including coordinators from other school sites. • Quarterly meeting with site-based partner groups with community-based organizations. • Community Network Council offers programming two times a week. • Seattle Universal Math Museum and Kent Parks & Rec both offer programming once a week.	**Who we reach** **Students** • *Serve 10% of each school sites' respective student population.* • *60% of regular attendees will attend 60+ days.* • *There are not differences in regular or 60+ day attendance across race, ethnicity, or MLL groups.* **Families** • *75% of regular attendees will have a family member attend at least one family event, with no disparity in family participation as a function of race, ethnicity, or MLL status.* **Community partners** • *Coordinator in communication with existing and new partners to align services for student needs and interest to engage at least 1 new partner this school year.* • Regular phone calls, packages and attendance/engagement. **Program** • *Support collaboration, voice, and choice of students, families, and partners to help inform programming and continuous improvement.*	**Impact** • *Create sense of belonging and engagement for students in 21st CCLC program, with focus on students furthest from educational opportunity.* • *Strengthen family-school connection for families in 21st CCLC program, with focus on families furthest from educational opportunity.* • *Increase knowledge and skills of families on how to support the education of their children.* • *Meet students' individual needs in the areas of math, reading, and social emotional learning.*