21st Century CCLC: Cohort 19 – East Hill

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, BrightSpark) provide some support and would like to expand to more frequent afterschool opportunities.
• Community Network Council (CNC) has difficulty connecting with students during the school day.
• Needs of families, school staff, community partners, and staff are shifting.
• High student mobility.
• Administrators have been supportive in providing spaces to use in the building; influenced by the strong summer program.
	What we aim to do:
	• Meet the individual needs of students in the areas of math, reading, and social emotional learning with a focus on those most in need.
	• Create sense of belonging and engagement to maximize regular attendance of students in the 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.
	• Support collaboration, voice, and choice of students, families, and partners to inform programming and the program's continuous improvement.
		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. BrightSpark, Community Network Council, Kent Parks and Recreation).
		• Language support for families (translated forms, language line, and interpreters).
		• District Social Emotional Learning curriculum (new in 23-24).
			• High quality programming *(per PQA process).*
			  • Focus on PQA Domain, "Engaging Environment"* through monthly meetings with community engagement team. This includes building administrators, coordinators, PTA staff, and a family member program.
			• 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.*
			• 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 partners.
			• Kent Parks and Rec offers programming once a week; BrightSpark offers programming two times 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.*
				• *50% of regular attendees will indicate positive social emotional experiences.*
				
				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
				• *Add one partnership each year that reflects the population served at each school.*
				
				Program
				• *Measurable improvement in relevant sections of the SEL PQA each year, at each site; or an average rating over 4.0.*
				• *Support collaboration, voice, and choice of students, families, and partners to help inform programming and continuous improvement.*
				• *Adapt daily programming to meet youth needs and interests; responsive to youth voice during daily check in.*
					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.*
					  • *Of families who participate in family events, 95% will rate the event positively and feel more connected to their school.*
					• *Meet students' individual needs in the areas of math, reading, and social emotional learning.*
					  • *50% of regular attendees will demonstrate progress in math and reading.*
					  • *50% of regular attendees will improve classroom behavior.*

Asterisk (*) denotes priorities for 2024-25.

21st Century CCLC: Cohort 19 – Springbrook

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., BrightSpark, Kent Parks and Recreation, SUMM) 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:
	• Meet the individual needs of students in the areas of math, reading, and social emotional learning with a focus on those most in need.
	• Create sense of belonging and engagement to maximize regular attendance of students in the 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.
	• Support collaboration, voice, and choice of students, families, and partners to inform programming and the program's continuous improvement.
	• Collaborate with school and help each other achieve yearly goals (e.g., school improvement plan, antiracist goals, and increased family engagement).
		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., BrightSpark, Kent Parks and Rec, SUMM)
		• Language support for families (translated forms, language line, and interpreters).
		• District Social Emotional Learning curriculum (new in 23-24).
			• High quality programming *(per PQA process).*
			  • Focus on PQA Domain, "Engaging Environment"* through monthly principal meetings to align with school improvement plan and updates from program.
			• 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. Partnering with school's family events.*
			• 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.*
				• *50% of regular attendees will indicate positive social emotional experiences.*
				
				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
				• *Add one partnership each year at each school that reflects the population served at each school.*
				
				Program
				• *Measurable improvement in relevant sections of the SEL PQA each year, at each site; or an average rating over 4.0.*
				• *Support collaboration, voice, and choice of students, families, and partners to help inform programming and continuous improvement.*
				• *Adapt daily programming to meet youth needs and interests; responsive to youth voice during daily check in.*
					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.*
					  • *Of families who participate in family events, 95% will rate the event positively and feel more connected to their school.*
					
					• *Meet students' individual needs in the areas of math, reading, and social emotional learning.*
					  • *50% of regular attendees will demonstrate progress in math and reading.*
					  • *50% of regular attendees will improve classroom behavior.*

Asterisk (*) denotes priorities for 2024-25.