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# 21<sup>st</sup> Century Community Learning Center Expanded Learning Opportunities in NE Spokane

*Year Three Progress Report*

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## Background

The Zone Project ([www.thezonespokane.org](http://www.thezonespokane.org)) is a collective impact organization dedicated to increasing social connections, developing employment pathways, improving access to healthy food, supporting housing stability and expanding student extended learning opportunities for residents in Northeast Spokane. In 2020, the Northeast Community Center (home of the Zone) received a 5-year grant from the Washington State Office of the Superintendent of Public Instruction (OSPI) to bring expanded learning opportunities to students in five elementary and three middle schools in Northeast Spokane. This program – called 21<sup>st</sup> Century Community Learning Center (21CCLC) is a federally funded (Department of Education) effort to improve outcomes for students in high poverty schools by offering quality, academically focused programs on-site during before and after school hours.

Each local program in Washington works with an independent evaluator to track student outcomes at the district level. The Zone selected Urbanova, a nonprofit civic research center in Spokane Washington to serve as the local evaluator to assess student outcomes for participants in for schools – Garry Middle School, Shaw Middle School, Logan Elementary and Lidgerwood Elementary. This report serves as a progress update for **year three** of the program, covering the 2022-2023 academic school year.

This report is intended as a roadmap, to provide school staff, program administrators and site coordinators with needed information about how student participants are progressing. The goals set forth at the outset of the program include student academic progress, family engagement and wellness and social-emotional learning and positive behavior.

The program goals are rooted in activities and outputs that are meant to lead to lasting outcomes for students. The strength of these effects may depend on the level of participation level of students in the voluntary program. In the report, we compare outcomes of regular attendees (five days or more) to students with sporadic or occasional attendance. Prior to sharing these outcomes, we describe school programming and detail participation levels at each site.

The progress report includes the following sections:

- I. Site Programming and Student Participation
- II. Student Outcome Measures
  - a. Academic Progress
  - b. Family Engagement and Wellness
  - c. Social-Emotional Learning and Positive Behavior
- III. Program Adaptations and Recommendations

This annual progress report is not meant to provide a summary of the programs success. Instead, this annual update serves as a formative look at the progress of the initiative. A formative evaluation is a process for working alongside stakeholders to address key questions with ongoing feedback and assessment that can be utilized by in a dynamic way to improve program effectiveness. Based on this process, for example, the program strengthened its academic focus in the 2022-23 year, emphasizing the importance of a learning center at the start of the session, followed by coordinated enrichment activities.

Year three represents the first academic year during the initiative that was not interrupted by COVID-related shutdowns and shifts to remote learning. The program is still evolving under changing circumstances each year. While all four sites were in full operation during this year, programs did experience staffing shortages and turnover that led to interruptions in planned activity. The program also migrated to a new attendance keeping system, developed by Spokane Public Schools (<https://webb.spokaneschools.org/CommunityPartnerTracking>). While this new system streamlined attendance and reporting requirements with district systems, there were numerous technical complications that required a collaborative effort to address.

Despite these challenges, there were numerous successes to report.

- **Significantly expanded participation levels:** over 900 students participated in 21CCLC-funded programming during the 2022-23 school year, more than 200 students over the number served in the previous year (714).
- **Stabilized staffing levels:** While the elementary schools experienced turnover, the larger middle schools had stable staffing and operations. Importantly, Communities in Schools (program delivery) created regular meetings for 21CCLC staff only, creating certainty and stability.
- **Expanded programming and family outreach:** Over 25 different academic and enrichment activities were offered in four schools, many with community partners like Skyhawks Sport and Girl Scouts of America. Mentoring partnerships with students from Gonzaga University also played an important role at some sites. New supportive events for families were also launched like literacy night for kids, bingo nights, Circle of Security, PBS life skills.
- **Attracted additional support:** The Zone has also braided funding to support youth-serving organizations serving student participants. In 2023, The Zone received a \$1.5 million, three-year grant from the Ballmer Foundation to support student success. This funding with provided dedicated support to nonprofits serving special populations, such as refugee and immigrant families and justice-involved students.

In addition, to the successes mentioned above, the Zone also manages afterschool programming in four additional school sites in NE Spokane through the Elementary and Secondary School Emergency Relief 3 Fund (ESSER3). Outcomes for these students in included in a separate report.

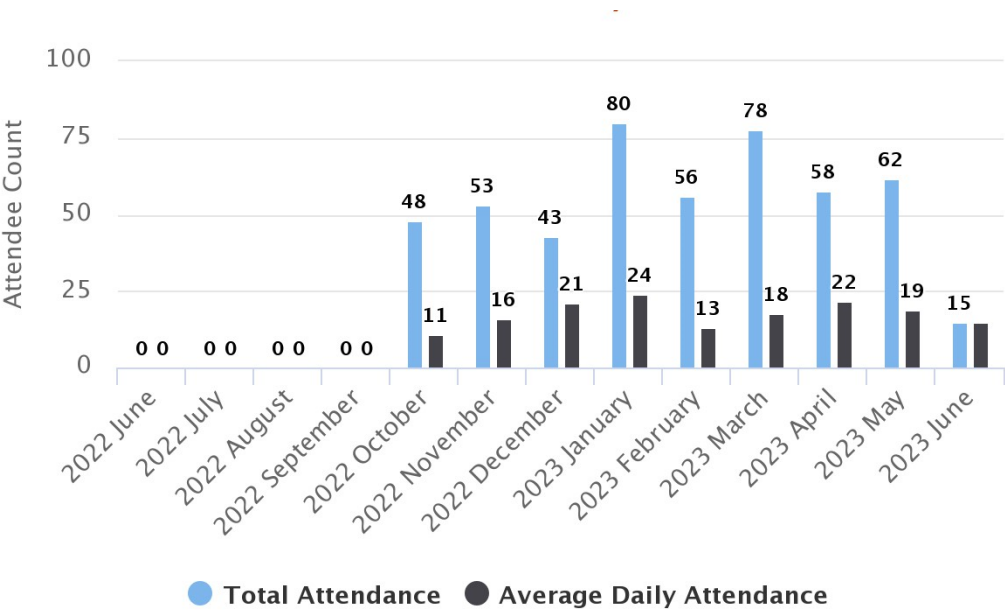
**I. Site Programming and Student Participation Levels**

The 21CCLC programming and activity varied across supported programs in four sites – two middle schools and two elementary schools.

**Garry Middle School** operated the Raven Circle an academic and learning support program with both morning (1 hour) and after-school (2 hours) activities. Generally, students arrive in a multipurpose room with 10-12 tables for smaller student groups. Students begin working on homework and assignments at each table following attendance and snack. Two or three certificated teachers typically walk between tables and assist students requiring additional assistance. Some students may work on a computer station completing Lexia Reading or math tutorials. In the second half of the session, students may go to a sports/recreation activity or to a supervised club, including STEM focused and hands-on work (engineering, Claymation filmmaking).

In 2022-2023, 152 students attended the Raven Circle program at Garry (double the 68 students in previous year). An average of 19 students typically attended on a given day (Oct-May). About 15% (22 students) were regular attenders (30 days or more). Students attended programming for 23 days, on average.

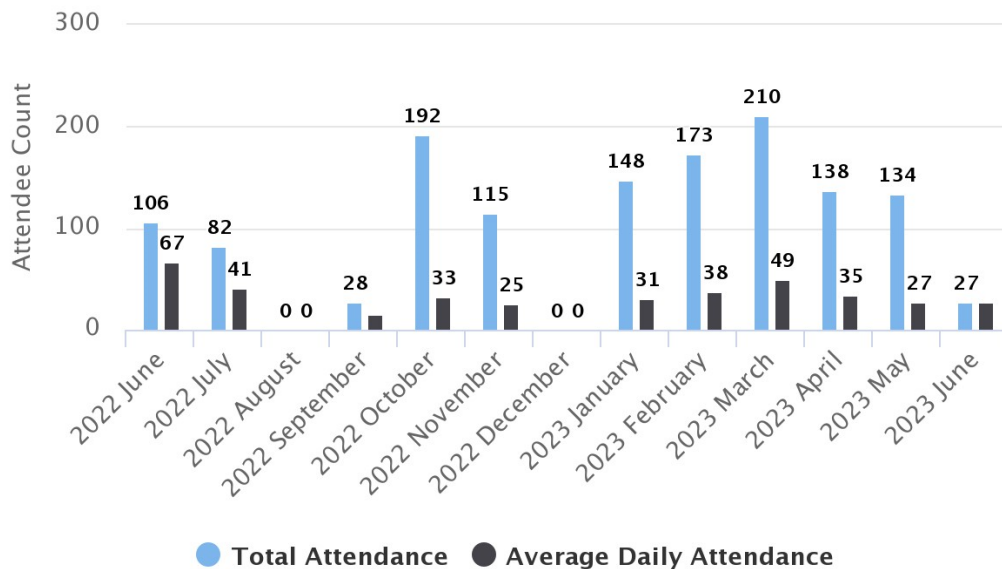
**Exhibit 1: Garry Middle School 21CCLC Total Attendance by Month — 2022-2023**



**Shaw Middle School** was by far the most active site among 21CCLC programs. The Shaw program is focused on academic preparation and high school readiness. Students arrive to a large, open air multipurpose room that sits in the center of the school, serving as a ‘hub’ for surrounding activity. There are four to five certificated teachers that staff the afterschool time. Each teacher typically works in one or more subject areas (Science, Math, English) and remains in a fixed location. Students are divided into three working groups and may consult with a teacher for assistance with homework or extra academic support. Students may also participate in arts (Art Journaling, Music/Theater Arts), recreation and fitness or interactive programming (Chess, Makers Club, Nutrition Club).

During the school year, Shaw had 505 students in 21CCLC-funded activities (100 more than 2022-23). While not all student participants were enrolled in Shaw (particularly for summer programming), the overall enrollment at the school is 768, and participation in after-school activities is high. While an average of 34 students attended per day (Oct-May), only a handful of students (1%) attended for 30 days or more. The low regular attenders rate may call for new examination on how to engage students on a consistent basis. This process has already started with a new building principal and administrative/program support staff.

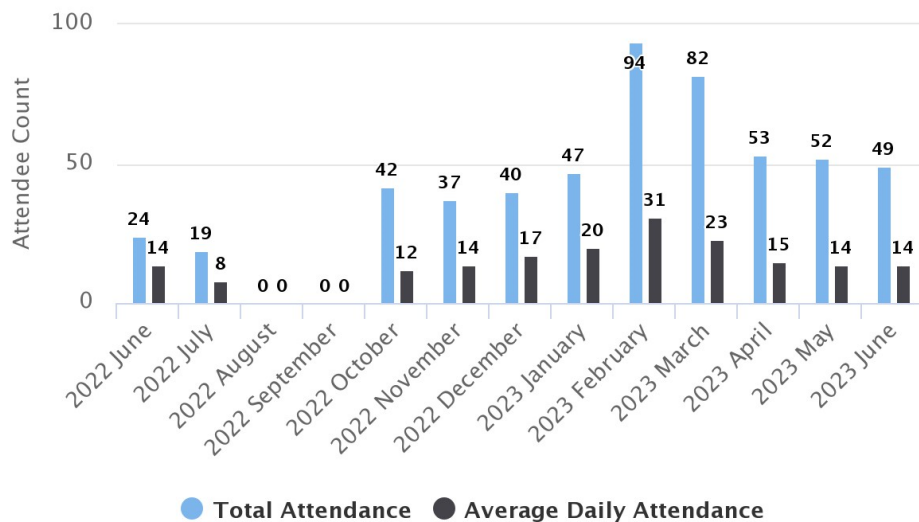
**Exhibit 2: Shaw Middle School 21CCLC Total Attendance by Month – 2022-2023**



**Lidgerwood Elementary** also had an active programming that focused on needs of students in grades K-5. Programming included interactive educational STEM curriculum (like Lego robotics club) as well as sport and recreation (Skyhawks volleyball and basketball) and art and social activities. Programming typically runs five days per week during after school hours and students have option to choose one of three types of activities (STEM, recreation, arts).

A total of 121 students participated in programming, nearly half of the 315 students enrolled at Lidgerwood. On average, about 19 students attended each day (Oct-May). Lidgerwood had a high rate of regular attendees, with 28% of students attending 30 days or more over the course of the school year, a significant improvement from 2022-23.

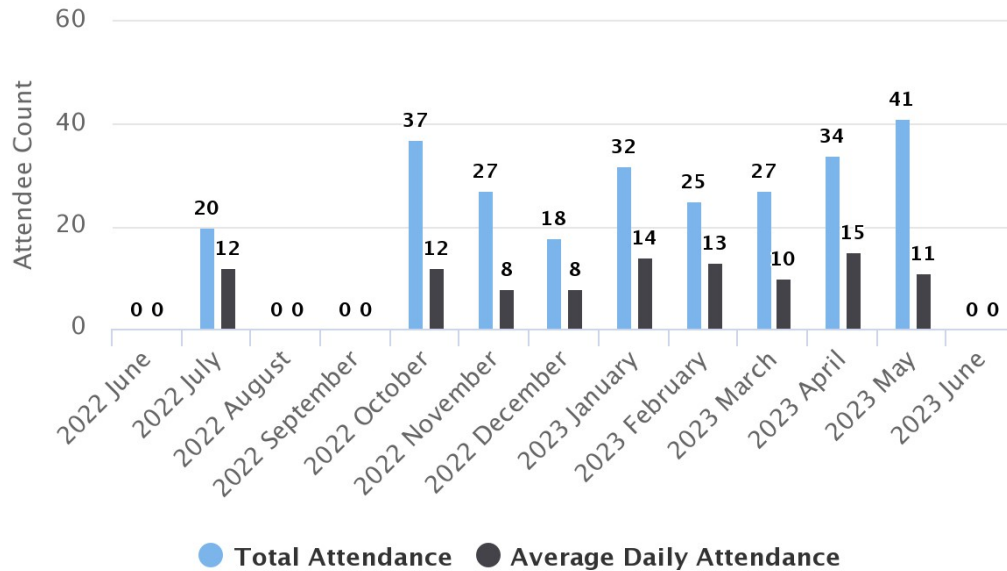
**Exhibit 3: Lidgerwood Elementary School 21CCLC Total Attendance by Month – 2022-2023**



**Logan Elementary** was the fourth school funded under the 21CCLC grant in NE Spokane. The ‘Lion’s Lair’ programming at Logan is similar to the structure at Lidgerwood, where students have a variety of programming to choose from. In addition, Logan created theme days for emphasis, such as Math Monday, Skyhawks Tuesday, Gonzaga University Wednesday, and STEM Thursday. With foundation funding, Girl Scouts of America delivered additional programming for Logan students during after-school hours.

At the start of the 2022-2023 school year, a new principal was hired at Logan and a new site coordinator was assigned to the school. As a result, the site significantly expanded its programming activity with 93 students attending and 15% attending 30 days or more. An average of 12 students per day participated at the site.

**Exhibit 4: Logan Elementary School 21CCLC Total Attendance by Month — 2022-2023**



## II. Student Outcome Measures

While the 21CCLC program experienced growth in participation during year three, there were a sizable percentage of students that only attended occasionally. This may be explained by two factors. First, in the first post-COVID year of programming, participation was slow to build. About two-thirds of students first enrolled in programming *after* October, meaning they had less time to become a regular attender. Second, many students in this low-opportunity neighborhood are not well connected to school. For example, up to 7% of students are considered highly mobile (less than 150 calendar days enrolled), 11% lack a fixed, regular, and adequate nighttime residence and 40% had two or more absences per month.

To address the instability students may experience, the program has begun making positive outreach to parents when students miss program and offering incentives to students to remain engaged with 21CCLC programming.

Exhibit 5 displays the attendance levels for students during year three of 21CCLC. Between 38% and 59% of students at each site attended for less than five days during the year. These students undoubtedly received benefit from participation, but it would not be likely that measurable outcomes described below could be attributed to the program. Therefore, we decided to utilize this group of *low-attenders* as a benchmark and comparison group to more active student participants.

**Exhibit 5: 21CCLC Student Attendance Levels – 2022-2023 school year**

Days Attended	Lidgerwood Elementary	Logan Elementary	Garry Middle	Shaw Middle
<b>Less than 5</b>	65 (38%)	50 (45%)	80 (47%)	267 (59%)
<b>5-14</b>	52 (31%)	28 (25%)	40 (23%)	146 (32%)
<b>15-29</b>	18 (11%)	19 (17%)	29 (17%)	36 (8%)
<b>30-59</b>	24 (14%)	10 (9%)	16 (9%)	3 (1%)
<b>60+</b>	10 (6%)	4 (4%)	6 (4%)	0 (0%)
<b>Total Students</b>	<b>169</b>	<b>111</b>	<b>171</b>	<b>452</b>

Desired outcomes and approach for the 21CCLC program include:

- **Academic Progress** –enhancing instructional support
- **Family Engagement & Wellness** – building strong connection to school community
- **Social Emotional Learning** – strengthening school connection by addressing discipline, absenteeism, and improving social-emotional skills and resilience

To evaluate the progress of student participants in these domains, we decided to compare outcomes for peer students that were considered *low-attenders* (as noted above). A data sharing agreement with Spokane Public Schools allowed us to receive de-identified records for all participating students in 21CCLC schools. Exhibit 6 shows the distribution of 903 students in the program (consistent attendance) and comparison (low attendance) groups by school.

**Exhibit 6: Student Profile, Program and Comparison Students – 2021-2022 school year**

21CCLC School	Program	Comparison	Total
<b>Lidgerwood Elementary</b>	104	65	169
<b>Logan Elementary</b>	61	50	111
<b>Garry Middle</b>	91	80	171
<b>Shaw Middle</b>	185	267	452
<b>Total</b>	<b>441</b>	<b>462</b>	<b>903</b>

Exhibit 7 shows background information for these 903 students by school. Taken together, the characteristics of 21CCLC participants points to the challenges many student face in both home and school settings: 85%-91% of students are low-income (eligible for free/reduced school lunch), 13%-20% are English language learners (ELL), 4%-20% are housing insecure (without stable home environment) and 12%-23% have individualized learning needs (special education or individual education plan, IEP).



**Exhibit 7: Student Profile, 21CCLC Students – 2022-2023 school year**

Category	Lidgerwood	Logan	Garry	Shaw
<b>Grade</b>				
Kindergarten	5 (3%)	8 (7%)		
First	9 (5%)	22 (20%)		
Second	7 (4%)	16 (14%)		
Third	33 (20%)	29 (26%)		
Fourth	67 (40%)	22 (20%)		
Fifth	48 (28%)	14 (13%)		
Sixth			78 (46%)	159 (35%)
Seventh			29 (17%)	131 (29%)
Eighth			64 (37%)	162 (36%)
<b>Sex</b>				
Male	117 (69%)	62 (56%)	91 (53%)	235 (52%)
Female	52 (31%)	49 (44%)	80 (47%)	217 (48%)
<b>Race/Ethnicity</b>				
African-American	9 (5%)	6 (5%)	2 (1%)	27 (6%)
Asian	6 (4%)	2 (2%)	3 (2%)	9 (2%)
Caucasian	84 (50%)	64 (58%)	69 (40%)	234 (52%)
Hispanic	26 (15%)	13 (12%)	28 (16%)	49 (11%)
Multi-Racial	34 (20%)	8 (7%)	38 (22%)	80 (18%)
Native American	1 (1%)	4 (4%)	6 (4%)	8 (2%)
Pacific Islander	8 (5%)	5 (5%)	22 (13%)	41 (9%)
Unknown	1 (1%)	9 (8%)	3 (2%)	4 (1%)
<b>Free-Reduced Lunch</b>	145 (86%)	94 (85%)	155 (91%)	399 (88%)
<b>English Language</b>	22 (13%)	15 (14%)	35 (20%)	79 (17%)
<b>Housing Insecure</b>	6 (4%)	22 (20%)	7 (4%)	22 (5%)
<b>Special Education</b>	20 (12%)	25 (23%)	37 (22%)	78 (17%)
<b>Total</b>	<b>169</b>	<b>111</b>	<b>171</b>	<b>452</b>

**a. Academic Progress**

The Learning Assistance Program (LAP) is a state-funded program that offers supplemental instruction to students that are not meeting grade level standards in English/Language Arts (ELA) or Mathematics. School Districts have flexibility to determine eligibility and design supports to improve student performance. Approximately 15% of students statewide receive LAP services, and 70% of statewide LAP students are considered low-income.

In Spokane Public Schools, elementary students are eligible for LAP. In the 21CCLC elementary schools, 217 of 280 students received LAP services in Math (78%) and 200 received LAP ELA services. Student progress in LAP is measured by the Washington Months of Growth standard. Average progress is gauged by 10 months of growth from the beginning to the end of the school year. However, expected growth for students may vary according to their initial scores and level of risk.

During the 2022-23 school year, students with regular 21CCLC attendance (program students) showed larger gains in months of growth relative to students with minimal attendance (comparison students) Program students had half a month greater gains in ELA and more than one month higher improvement in Math (Exhibit 8). Future reports will examine the role of in-person instructional support and computer-assisted instruction (like Lexia) in student performance gains.

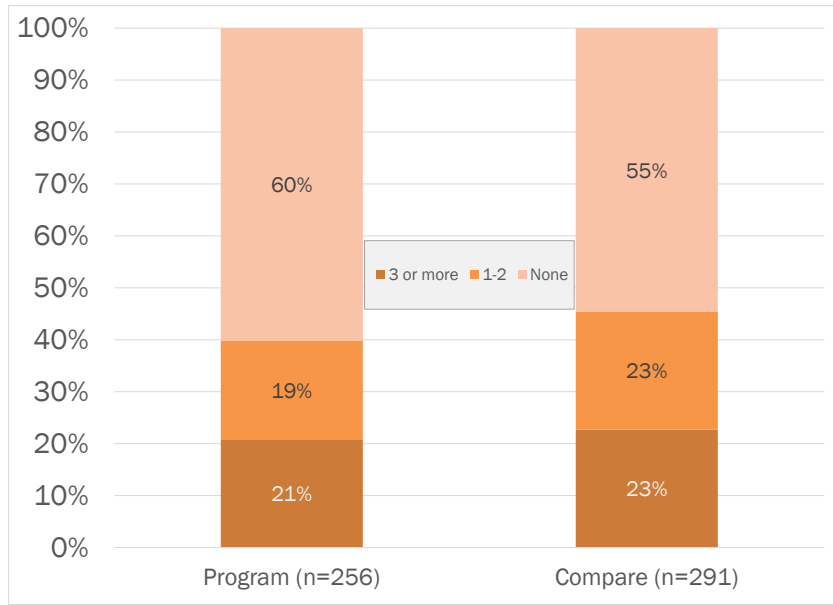
**Exhibit 8: Washington Months of Growth (LAP) – 2022-23 School Year**

Student Attribute		Program Students	Comparison Students	Difference
<b>English Language Arts</b>	Growth (months)	8.84	8.33	0.51
	<i>students</i>	129	71	
<b>Math</b>	Growth (months)	7.50	6.40	1.10*
	<i>Students</i>	139	78	

\*statistically significant (p<0.10)

Elementary students do not receive letter grades, so the growth months measure provides the best indicator of academic progress. For middle school students, letter grades – specifically passing courses, provides another gauge of academic readiness. A sizable percentage of middle school students in the study group received at least one failing grade ('F') over the course of the 2022-23 school year. However, as Exhibit 9 shows, 40% of program students had a failing course grade versus 45% of comparison students. The percentage of students with failing grades was lower for program students in both middle schools. However, 21CCLC program students in Shaw Middle School had significantly lower percentage of students overall with failing grades with fewer program students than comparison students failing one or more courses (31% vs 39%).

**Exhibit 9: Percentage of Failing ('F') Grades 21CCLC Program and Comparison Students 2022-2023 school year**



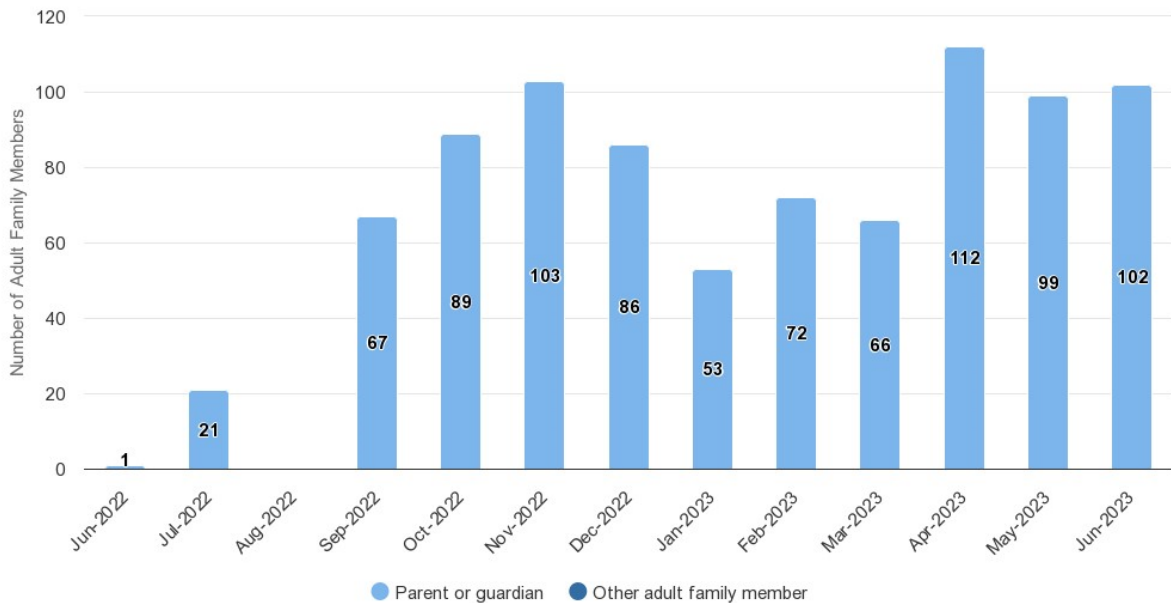
Failing Grades	Program	Compare
<b>Garry Middle School</b>		
None	34 (41%)	27 (38%)
1-2	15 (18%)	17 (24%)
3 or more	33 (40%)	28 (39%)
<b>Students</b>	<b>82</b>	<b>72</b>
<b>Shaw Middle School</b>		
None	119 (69%)	132 (60%)
1-2	34 (20%)	49 (22%)
3 or more	19 (11%)	38 (17%)
<b>Students</b>	<b>172</b>	<b>219</b>

While results are favorable for regular 21CCLC participants, it is clear that most students need extended assistance and supports with academics. The renewed emphasis on student learning centers and curricular instruction as a core 21CCLC activity should continue, with careful attention paid to student progress during the course of the school year.

**b. Family Engagement and Wellness**

Family engagement and involvement remains an important piece of the 21CCLC model. As noted, in this first post-COVID year, the number of planned events for parents and guardians increased substantially. Between 50 and 100 parents participated in an event, held every month in at least one of the sites (Exhibit 10).

**Exhibit 10: 21CCLC Total Adult Attendance by Month – 2022-2023**



The activity level for family engagement varied by site:

- Lidgerwood Elementary (October-November and April-June): about 40 adult participants each month
- Logan Elementary (October-June): about five adult participants each month
- Garry Middle (January-June): about 45 adult participants each month
- Shaw Middle (September-May): starting at about 60 adult participants per month (2022) and 12-20 adult participants per month (2023)

The type of activities varied by site from advisory committee activities (Garry) to family celebrations (Lidgerwood). A stated goal of the program was that each site would offer a parent engagement activity, and this goal was met. Another goal is that at least half of regular student participants will attend at least one community/health building activity with their parent or guardian. Unfortunately, we were not able to match parent participation with attending youth for this academic year. As noted earlier, regular (30+ day) attendance was relatively low and varied by school as well. In the coming year, we will track this benchmark and assess other measures regarding how parent/guardian engagement relates to student success.

### **c. Social-Emotional Learning and Positive Behavior**

The operating premise of the 21CCLC program is to establish a set of quality extended learning opportunities for students to improve academic performance *through* strengthening a youth and family's sense of belonging to school. A sense of belonging can be demonstrated by student regular attendance, positive behavior while in school, and social-emotional skills that demonstrate student resilience and connection.

For purpose of this analysis, we have investigated definitions of these three measures that are most likely to provide insight into student characteristics and progress. Measures examined in the previous annual report included:

- Students with prior year chronic absenteeism increase attendance rate by 10 percentage points
- 70% of regular participants with prior year discipline incidents demonstrate decrease in incidents in following year
- At least 50% of regular participants demonstrate increased SEL self-perception Fall-Spring in one or more constructs

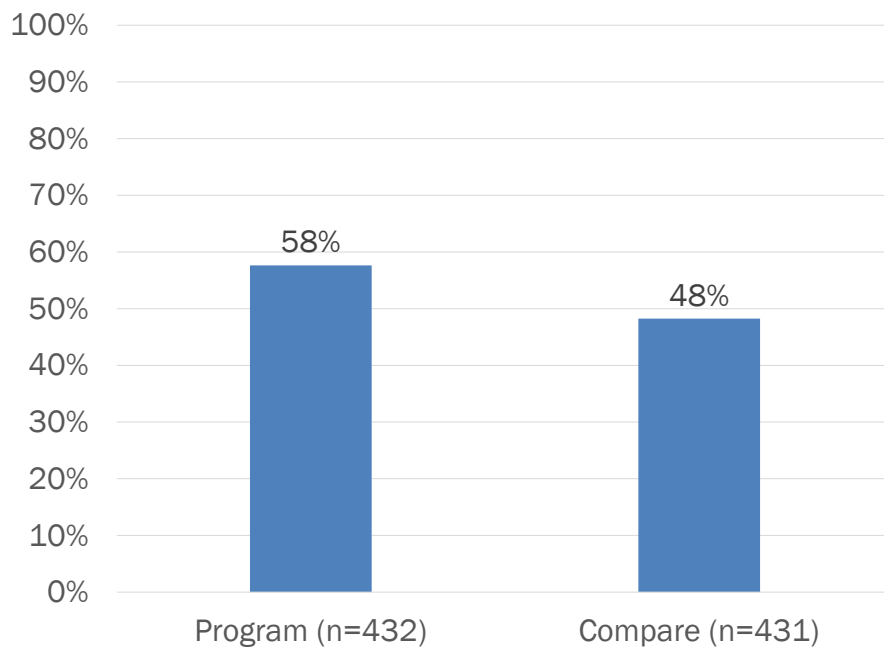
Following change in these measures, like many aspects of school performance, may be unduly affected by a post-COVID return to in-person learning in 2022. For example, absenteeism in the prior year with remote learning is not directly comparable to attendance expectations in the 'regular' school year. Likewise, disciplinary incidents were lower in the prior school year, largely due to the alternate learning environment. Nevertheless, viewing school belonging measures of consistent and occasional program attenders (for current school year), provides a

reliable indicator if the 21CCLC program is meeting the goal of improving school belonging and connection.

### Absenteeism

For purposes of assessing student attendance levels, we examined the number of student participants missing fewer than 10 percent of school days (excused or unexcused) over the course of the school year. As Exhibit 11 demonstrates, 58% of program students had regular (90%+) school attendance, 10 percentage points higher than comparison students (48%).

**Exhibit 11: 21CCLC Program and Comparison Students with 90%+ Attendance Rate 2022-2023 school year**



Since the program and comparison students are defined by the level of 21CCLC participation, it could be that this difference is related to *overall* attendance, in both school and extracurricular activities. As an alternate way to evaluate changes in attendance, we looked at Spokane Public School indicators for Multi-Tiered System of Supports (MTSS) related to attendance. MTSS provides evidence-based interventions (Tier 2) and additional supports (Tier 3) for students not meeting expectations across a range of life behavior or academic skills (see <https://www.spokaneschools.org/Page/1935>). An MTSS-trained team assesses students not meeting expectations based on a whole child approach that considers basic needs, academic growth, social-emotional skills and family circumstances.

In the 2021-22 school year, 172 students in the program group required Tier 2 (n=160) or Tier 3 (n=12) attendance interventions while 202 comparison students were in the Tier 2 (n=159) or Tier 3 (n=43) group. Among these students:

- 49% of program students (n=84) showed improvement in the 2022-23 school year, moving from Tier 2 to Tier 1 or Tier 3 to Tiers 1 or 2
- 43% of program students (n=86) showed improvement in the 2022-23 school year, moving from Tier 2 to Tier 1 or Tier 3 to Tiers 1 or 2

It should be noted that a large number of 21CCLC students (from both program and comparison groups) showed low school attendance during 2022-23 school year. This measure should continue to be monitored to determine if greater family engagement, a stronger learning center focus and closer ties with school teachers boosts attendance levels.

## Discipline

Another focus of MTSS relates to student behavior. For students that may have difficulty displaying appropriate behaviors, that behavior is first addressed in the classroom by the teacher or through an office referral. When those options are exhausted, teachers may make a referral to the school's MTSS Intervention Team. The MTSS team may activate a series of Tier 2 or Tier 3 approaches to address student behavior, such as counseling or mental health services, mentoring, school-based interventions (e.g. conferencing), small group social skills instruction restorative practice, conflict resolution and written agreements. Examples of culturally-responsive interventions available at the [elementary](#) and [secondary](#) levels are available from the SPS website.

In the 2021-22 school year, 13 program students (3%) and 26 comparison students (6%) received a Tier 2 MTSS referral. In the following year (2022-23):

- **77% program students** (10 of the 13) improved to a Tier 1 Level (expected behavior)
- **46% program students** (12 of the 26) improved to a Tier 1 Level (expected behavior)

While the number of students requiring MTSS team-based behavioral interventions was small, the improvement among regular program participants, relative to the previous year, can be considered encouraging.

As noted, a disciplinary or behavioral referral may originate with a classroom teacher or administrator. For the 2022-23 school year, approximately 40% of both program and comparison students had some type of disciplinary or behavioral referral (Exhibit 12). However, program students had about one *less* referral on average relative to comparison students (4.64 vs. 5.59).

**Exhibit 12: 21CCLC Program and Comparison Students Disciplinary Referrals  
2022-2023 school year**

Number of Referrals	Program Students (n=440)	Comparison Students (n=461)
<b>None</b>	261 (59%)	277 (60%)
<b>One or More</b>	179 (41%)	184 (40%)
<b>Average (for students with referral)</b>	4.64	5.59

Any disciplinary referral may be concerning for a student’s learning opportunities, students that require team-based intervention and support have been deemed to need extra attention outside the classroom/office environment. While disciplinary incidents were similar, the signs in MTSS improvement among 21CCLC regular participants should continue to be tracked. An alignment between 21CCLC program staff and MTSS team leaders may also support those Tier 2 and Tier 3 students outside the normal school day as well.

**Social Emotional Learning**

Spokane Public Schools students in fourth grade and above take an annual social emotional learning (SEL) assessment, developed by [Panorama Education](#). The survey measures a number of elements related to social-emotional factors, including grit, growth mindset, learning strategies, school belonging and engagement, teacher-student relationships, self-management and valuing of school. Measurements are based on a range of student attributes as well as perceptions of school climate.

The 21CCLC partners determined a desired outcome would be for at least 50% of regular participants to demonstrate increased SEL self-perception (between Fall and Spring tests) in one or more constructs. The administration of this survey, however, is not a required activity from SPS teachers, and only 20-25% of 21CCLC students in grades 4-8 completed both the Fall and Spring SEL surveys during the 2022-2023 school year.

Exhibit 13 shows the percentage of students in the program and comparison groups with *improvements* in SEL scores between Fall and Spring.



**Exhibit 13: 21CCLC Student Social Emotional Learning (SEL) scores  
2022-2023 school year**

Student Attribute	Program Students	Comparison Students	Difference
Self-Management	<b>44 (56%)</b>	34 (37%)	19%
Character Strong	31 (41%)	25 (31%)	10%
Self-Efficacy	<b>47 (52%)</b>	41 (43%)	9%
Social Awareness	<b>46 (53%)</b>	35 (38%)	5%
Growth Mindset	40 (45%)	40 (43%)	2%
Learning Strategies	34 (44%)	43 (48%)	-4%
Grit	38 (39%)	41 (45%)	-6%

School Climate	21CCLC Students	Comparison Students	Difference
School Belonging	<b>34 (51%)</b>	34 (44%)	7%
Valuing of School	33 (45%)	33 (41%)	4%
School Rigorous Expectations	34 (46%)	37 (46%)	0%
School Teacher-Student Relationships	28 (44%)	34 (45%)	-1%
School Engagement	29 (39%)	34 (42%)	-3%
School Climate	27 (39%)	33 (43%)	-4%

\* bold indicates improvements in 50% or more of students

As Exhibit X indicates, program students showed the biggest differences (relative to comparison students) in student-centered domains such as self-management (19% difference), Character Strong - Patience, Kindness, Humility, Respect, Selflessness, Forgiveness, Honesty, Commitment (10%), self-efficacy (9%) and social awareness (5%). Among the school climate constructs, school belonging and valuing of school, both important 21CCLC elements, showed the most pronounced differences (7 and 4 percentage points).

Finally, the SEL goals for greater than half of students showing improvement in one or more domains were met, with 51-56% of program students improving in self-management, self-efficacy, social awareness and school belonging. It is worth highlighting that comparison students (with occasional participation) fell below the improvement benchmark of 50% of students in all SEL categories.

### III. Program Adaptations and Recommendations

The 21CCLC program demonstrated continuous improvement and favorable outcomes during this third year of operation. Of note, the total number of students served grew by 200 compared to the previous school year, with 903 participants in 2022-23. In addition, programming for parents and guardians began with events offered each month and all four sites participating.

Extended learning opportunities offered by 21CCLC provide academic support and enrichment opportunities for students that may not otherwise be able to access this type of assistance and these extra-curricular activities. The extended, five-year duration of the grant has enabled program improvements and refinements, which has been particularly valuable in the period during and immediately following the COVID pandemic. The following recommendations could be considered as the NE Spokane 21CCLC program continues to adapt and improve:

- **Revisit logic model** – a program logic model serves as a way to connect activities and outputs with expected outcomes or results. The outcomes for the program logic model at the outset of the program (appendix) may not reflect current program objectives. For example, outcomes were previously geared toward students with 30+ days of participation. This report finds that few students (about 15%) are engaged with the program at this level. Instead of focusing on most frequent participation, the program can track how outcomes vary as time in program increases. In addition, 21CCLC activities across *all* sites have not been focused on state academic standards, English Language instruction or STEM. Measures outlined in this report, like learning center support-month progress may be a better indicator of success than state standard metrics.
- **Follow outcomes for students with parent/guardian involvement** – as noted, the 2022-23 school year was the first-year family engagement programming expanded across program sites. In the coming year, it would be worthwhile to match students with parents/guardians that attended these events to determine if student outcomes are improved. In addition, the ZoNE has launched a well-being survey for both adults and youth. It would be valuable to request that parents/guardians at these events take the survey to gauge how the level of school connection and belonging differs by site and over time.
- **Prioritize infrequent participants and students entering mid-year** – While over 900 students participated in 21CCLC programming, the majority of participants were active for fewer than 15 days (page 7). Turnover at the program staff and school administrator level, as well as student mobility, may make it difficult to maintain student engagement. Regular reports (available from SPS tracker) make it easier to identify which students ‘drop-off’ from participation. 21CCLC staff can work with school personnel to re-engage students. In addition, about 45% of all students this year first entered the

program after October. For these ‘late arrivers’, it is important to connect early and how best to meet their needs so they stay connected to 21CCLC activities.

- **Accelerate quality improvement (Plan-Do-Study-Act -PDSA)** – As mentioned, this annual report is intended to be a learning tool to adapt and improve with a plan-do-study-act (PDSA) quality improvement cycle. There are a number of encouraging findings in this annual update; program improvements and adaptations can be made based on these findings to meet 21CCLC goals:
  - **Learning center concept** – 21CCLC participants showed higher levels of months gained in ELA and particularly math. In addition to in-class support, these students took part in the extended learning offered by 21CCLC. As the program continues an emphasis on quality learning centers, formative (on-going) assessments should be used to track student progress and improvement during multiple points during the year.
  - **MTSS connections/support** – reported disciplinary issues for student are more often addressed during the school day. Extended learning programs, like 21CCLC, may not have the ability to measurably impact the overall level of disciplinary referrals. A more effective approach may be to support students and staff working with students that have *persistent* disciplinary issues. Results in this report show that participants that had a referral for intensive supports related to behavior (Tier II) no longer required this support in the following year (Tier 1). Supporting and connecting with students that have an MTSS referral would be a beneficial focus for 21CCLC individualized programming.
  - **SEL programming** – one of the stated goals for 21CCLC is for 50% of regular participants to demonstrate growth in social-emotional learning (SEL) constructs between Fall and Spring. Last year, 30-40% of students demonstrated this growth, while this year (2022-23) more than 50% showed growth in four different categories (p 15). In metrics like self-management, social awareness and school belonging, 21CCLC participants continue to show strong score. The program should continue to encourage building administrators to offer the test (Panorama) and tie programming approach to specific SEL-related goals.

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## Current 21CCLC Program Goals (Logic Model)

### Academics

- 60% of regular participants met SBA standard or increased Student Growth Percentile (SGP) in ELA & Math
- 50% of regular participants report improved STEM perception and increased STEM confidence
- 65% of regular ELL participants increase ELPA21 scores in at least one domain

### Family Engagement

- At least 50% of regular participants and a family member engage in at least one community and health-building activity
- At least 50% of regular participants and a family member engage in at least one educational or vocational activity
- Parents perceive strong connection to school community (tbd)

### SEL

- At least 50% of regular participants demonstrate increased SEL self perception (Fall-Spring) in one or more constructs\*
- 70% of regular participants with prior year discipline incidents^ demonstrate decrease in incidents in following year
- Students with prior year chronic absenteeism# increase attendance rate by 10 percent