

2022-23 Annual Report – Executive Summary

The ZONE Project at the Northeast Spokane Community Center (NECCA) serves as the lead organization for a 21st Century Community Learning Center (21CCLC) program designed to increase learning opportunities in schools with a high percentage of students living in low-income families. Participating schools include two elementary sites (Logan Elementary and Lidgerwood Elementary) and two middle schools (Shaw Middle and Garry Middle). Students in these schools have fewer opportunities and supports and are likely to move more often compared to other students in the district. The 21CCLC partnership includes enhanced resources for school sites to pay for additional instructors and instructional materials to add educational programming during non-school hours. In addition, the Spokane chapter of Communities in Schools (CIS) also plays a key role in the 21CCLC partnership by staffing each site with a coordinator and developing quality programming outside the school hours.

During the 2022-23 school year, the program team significantly improved the reach and quality of programming for 21CCLC sites. In total, over 900 students participated in funded programming, an increase of 200 students compared to the previous school year. Each site experienced gains as well, with:

- 152 participants at Garry Middle School (more than double previous year)
- 505 participants at Shaw Middle School (100 more than previous year)
- 121 participants at Lidgerwood Elementary School (nearly half of the enrollment for the entire school)
- 93 participants at Logan Elementary School (a restart of programmed activity with a new principal and site coordinator)

Importantly, the 21CCLC program also expanded programming for parent/guardians and families with over 25 different academic and enrichment activities offered across each of the four schools (and 50-100 parents attending each month). More than 85% of the student population in these schools is considered low-income (qualifying for free-reduced lunch) and the 21CCLC offerings in academics, recreation, community building, arts and music provide opportunities that many of the students would otherwise be unable to access.

The 21CCLC program is also demonstrating positive results in year 3. Our analysis compares student outcomes between regular participants (n=441) and students with less than five days of recorded participation (n=462). Gains among regular 21CCLC student participants include:

- Higher gains in months of growth for English Language Arts (0.5 months) and Mathematics (1.1 months)
- Increases in attendance with 58% of regular 21CCLC participants attending school 90% of days or more (compared to 48% of minimal 21CCLC participants)
- Improvements in behavior with 77% of program students showing year-to-year reduction in MTSS behavioral referrals versus 46% of comparison students
- Higher levels of growth in social-emotional learning (SEL) skills between fall and spring with more than half showing improvement in self-management, self-efficacy and social awareness (a stated goal of the program)

In year four, we recognize that the program is staffed well and operating efficiently with a clear direction and purpose. To continue the strong performance, we urge program stakeholder to consider the following steps:

- **Revisit logic model** – Many of the outcomes in the current logic model center around results for 30+ day participants. This analysis suggests positive outcomes for students even with 5 or more days of 21CCLC participation.
- **Follow outcomes for students with parent/guardian involvement** – In this first post-COVID year of programming, all school sites started regular family programming. The engagement of parents and guardians is an important component of student development and outcomes for students with engaged families should be assessed to determine how best to reach and involve families to support student success.
- **Prioritize infrequent participants and students entering mid-year** – As noted, over half of students were involved less than five days. We also found that 45% of all students first started participating sometime after the program started in October. Tracking participation and new entrants is an important step to prioritizing engagement and retention to ensure all students receive the benefit of 21CCLC programs.
- **Accelerate Quality Improvement** – This report outlines positive impacts in the areas of academics, attendance, behavior and social-emotional learning. Periodic assessments of student progress, communication with school teachers/administrators and tailored programming can extend these gains and strengthen the ‘team effort’ between school and community stakeholders that both want to see students succeed.

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