

Northeast Spokane Elementary and Secondary School Emergency Relief (ESSER3) Funded Programs



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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. During the 2021-2022 school year, the ZONE received additional funding from the federal Elementary and Secondary Emergency Relief (ESSER3) program to offer expanded learning programming (ELP) in four additional schools – Bemiss Elementary, Stevens Elementary, Whitman Elementary and Yasuhara Middle (added in 2022).

The 21CCLC/ESSER3 partnership includes enhanced resources for school sites with fewer resources 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.

The 2022-23 school year was the first post-pandemic year of programming with in-person learning. The activity at each site reflected this shift with high overall participation numbers (572 students in 2022-23 versus 240 students in 2021-22).

School	Students	Days of Programming
Bemiss Elementary School	166	47
Stevens Elementary School	162	76
Whitman Elementary School	164	72
Yasuhara Middle School	80	33
Total	449	228

For purposes of evaluating student outcomes, we compared student records for 360 ESSER participants involved in programming for more than 5 days (n=360) to participants with less than five days of program involvement (n=212). This analysis yielded the following findings:

- We did not detect statistically significant differences in academic outcomes between program and comparison students. Both in terms of months of growth (ELA and Math) and graded coursework (middle school), regular participants had less favorable outcomes than students with minimal ESSER participation.

We did, however, notice improvements among participating ESSER students in measures of school connections and belonging, including:

- Days attending school (90% or more) were 16 percentage points higher among regular program participants (66% versus 50%).
- Program students with prior year attendance referrals (MTSS Tier 2 or 3) showed greater levels of improvement with 61% of regular participants having no attendance concerns in the current year relative to 49% of comparison students.
- A smaller number (14%) of ESSER program students had a behavioral/disciplinary referral in 2022-23 compared to students with minimal ESSER participation (22%).
- A higher percentage of ESSER program students showed SEL improvement (Fall-Spring) in nearly all domains, including self-management, self-efficacy, growth mindset and social awareness.

The federal ESSER funding was designed to assist districts in providing a safe return to school during and following the pandemic. The dedicated funds were also meant to increase connection and belonging for students experiencing disconnection and stress related to school closures and remote learning. With strong attendance numbers and quality programming, the ESSER-funded sites showed measurable gains in student connection and resilience. Fortunately, two of the schools (Bemiss and Stevens) will be part of a new 21st Century Community Learning cohort and students at these schools will have extended learning opportunities over the course of the next five years. The ESSER funded programs illustrated the benefits of extending opportunity and support that may otherwise be unavailable to students from all of these schools.

Contact: Mason Burley, PhD

Local Evaluator
Urbanova
509-703-5248
mburley@urnabova.org