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

*Year Four 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 four** of the program, covering the 2023-2024 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. In the report, we compare outcomes of regular attendees (30 days or more) to students with moderate (6-29 days) or low/occasional attendance (1-5 days). Outcomes for a peer group of nonparticipating students from the same or nearby schools are also shared here.

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

**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.

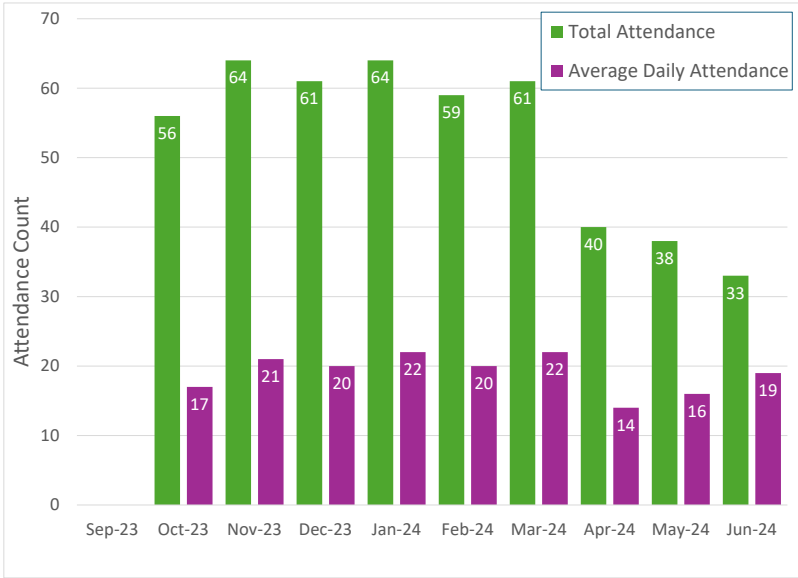
**Garry Middle School** operated the Raven Circle an academic and learning support program with both morning (1 hour) and after-school (2 hours) activities. Generally, students arrive in a multipurpose room with 10-12 tables for smaller student groups. Students begin working on homework and assignments at each table following attendance and snack.

Some students may work on a computer station completing Lexia Reading or Dreambox 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 (3D pen station once example).

Gonzaga Connections (<https://www.gonzaga.edu/student-life/community-engagement-and-service/all-engagement-opportunities/youth-programs-and-initiatives/connections>) is a mentoring program where college students meet once a week with middle school students for academic, recreational, and social engagement. Gonzaga Connections serves students in both Garry and Shaw Middle Schools.

In 2023-2024, 145 students attended the Raven Circle program at Garry. An average of 19 students typically attended on a given day (Oct-June). About 21% (31 students) were regular attenders (30 days or more). Students attended programming for 19 days, on average.

*Exhibit 1*  
**Garry Middle School 21CCLC Student Participation by Month - 2023-2024 school year**



**Shaw Middle School** had the highest number of student participants (271) among 21CCLC programs and the lowest percentage of regular (30+ day) participants (2%). 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.

In addition to the academic support activities, Shaw students participated in a range of cultural, recreational, mentoring and interactive activities as shown in Exhibit 2.

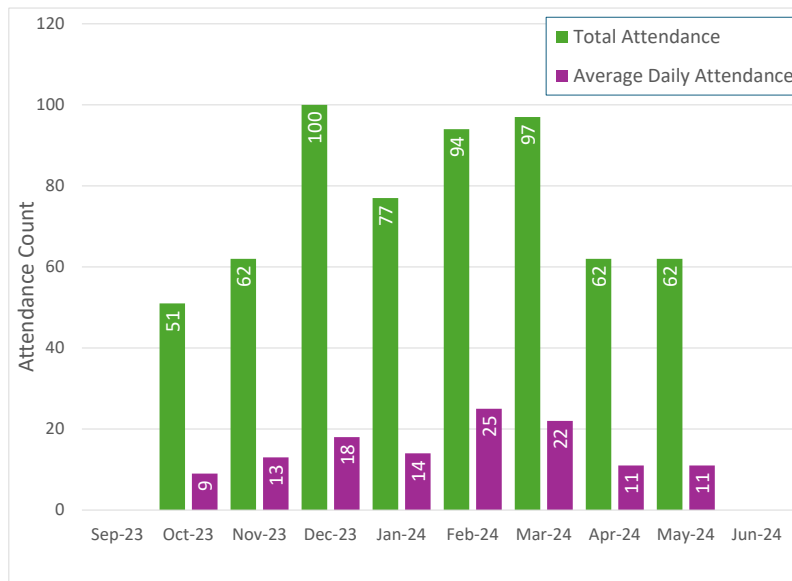
*Exhibit 2*  
**Shaw Middle School 21CCLC Activities -**  
**2023-2024 school year**

Activity/Club Name	Total Students
Pacific Islander Club	40
Fitness	28
Take Root – Mentoring	24
Gonzaga Connections (Mentoring)	23
Dungeons and Dragons	19
Disc Golf	19
STEM	16
Around the piano	16
Chess	10
Makers	8
Theater Art	8
Book Club	7
Nutrition	6

As noted, Shaw had 271 students in 21CCLC-funded activities during 2023-24. As shown in Exhibit 3 (next page), the number of students attending 21CCLC programming in any given month, with as many as 100 students participating in Dec 23. While monthly numbers were high, a relatively small percentage of students (2%) attended for 30 days or more. Students only attended 6 days overall on average, so there is an opportunity to increase retention. A new building principal and administrative/program support staff were in place during year four. In the fifth and final year of the program (2024-25), new staff should be able to try new strategies to engage students on a consistent basis.

Exhibit 3

Shaw Middle School 21CCLC Student Participation by Month - 2023-2024 school year

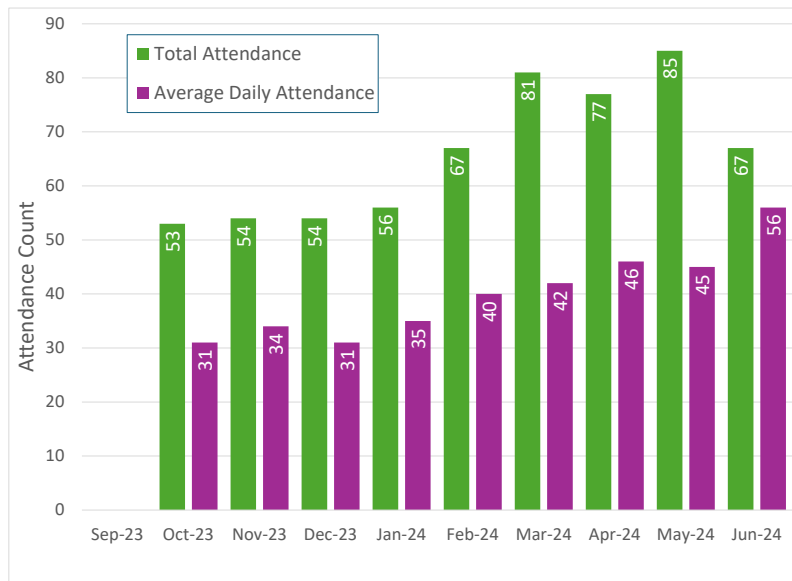


**Lidgerwood Elementary** also had an active programming with the highest percentage (53%) of regular participants with 30+ days of attendance. Lidgerwood’s *LEAP Learning Center* programming includes interactive educational STEM curriculum as well as sport and recreation (Skyhawks volleyball and basketball) 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 115 students participated in programming, about one-third of the 310 students enrolled at Lidgerwood. As Exhibit 4 shows, average daily attendance grew from 31 students in October 2023 to 56 students by June 2024. Lidgerwood had a high rate of regular attendees, with 53% of students (61) attending 30 days or more over the course of the school year, also a significant increase from the previous year. Programming at Lidgerwood emphasized a personalized approach with student-led activities and one-on-one homework support. During 2023-24, a Lidgerwood 21CCLC participant attended 44 days on average, over twice as many days as the other three 21CCLC schools covered here.

Exhibit 4

Lidgerwood Elementary School 21CCLC Student Participation by Month - 2023-2024 school year



**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 STEM, recreation and arts-related programming available. In addition, the Girl Scouts of America operate a troop for Logan students during after-school hours that has been supported with 21CCLC and foundation funds.

As shown in Exhibit 5, programming at Logan was intermittent over the 2023-24 school year as a result of staff turnover. In total, 25 students had recorded participation during active months (December-January and April-June). Average daily attendance improved by the end of the year, with 14 students a day participating in June.

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. Overall, students participated for a total of 13 days on average. The new coordinator hired in the spring at Logan helped grow participation in the final months and left the site ready to start summer and fall programming in 2024.

It is worth noting that Logan Elementary serves a very transient population, with several housing support location and shelters nearby. With school administrator support, the program is responding to those basic needs with clothing and food assistance for parents of participants. Program staff are also visiting certain families directly to talk about availability of 21CCLC supports and encourage participation of students in their families.

*Exhibit 5*  
**Logan Elementary School 21CCLC Student Participation by Month -  
 2023-2024 school year**

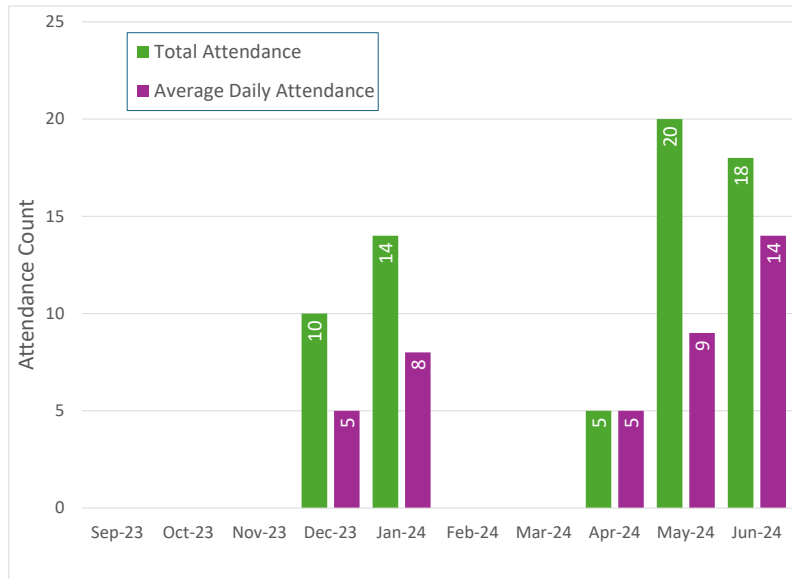


Exhibit 6 summarizes participation levels for all students in the Zone’s 21CCLC program. Statewide, the program aims to engage all students as regular participants with 30 or more days of attendance. In year 4 (2023-24), nearly one-in-five (18%) of participants were regular (30+ day) attenders, a significant increase from the 8% of students that were regular participants in the previous year (2022-23). In the next section, we examine how participation levels are related to student outcomes in academics, attendance, behavior, and social/emotional learning.

*Exhibit 6*  
**Zone 21CCLC Student Attendance Levels –  
 2023-2024 school year**

Days Attended	Garry Middle School	Lidgerwood Elementary	Logan Elementary	Shaw Middle School	Total
<b>Low (1-5 days)</b>	47 (32%)	11 (7%)	7 (24%)	179 (66%)	304 (55%)
<b>Medium (6-29)</b>	67 (46%)	43 (37%)	14 (56%)	87 (32%)	211 (38%)
<b>High (30+)</b>	31 (21%)	61 (53%)	4 (16%)	5 (2%)	101 (18%)
<b>Total Students</b>	<b>145</b>	<b>115</b>	<b>25</b>	<b>271</b>	<b>556</b>

## II. Student Outcome Measures

Over 500 youth participated in the Zone’s 21CCLC program during the 2023-24 school year. As discussed in the previous section, over half (55%) of those students had a low level of attendance with five or fewer days of participation. This section will examine how the level of participation is related to outcomes experienced by students. To establish a reference point, we also decided to select a group of *non-participating students* from the same or surrounding schools. This comparison group was developed as a case-control sample with the nonparticipating group having the same distribution by grade, free/reduced lunch status and presence of an individualized education plan (IEP) as 21CCLC participants (Exhibit 7).

As shown in Exhibit 7, about three-quarters (74%) of both the 21CCLC program and comparison groups were in middle school (grades 6-8). Four out of five students (82%) also came from lower-income households that qualified for the federal Free and Reduced Lunch program. Finally, one in five (19%) received specialized educational services and learning support through an individual education plan (IEP).

*Exhibit 7*  
**Student Profile (matching category) 21CCLC and Comparison Students -  
 2023-2024 school year**

Category	21CCLC Group	Comparison Group
<b>Grade</b>		
Kindergarten	14 (3%)	14 (3%)
First	34 (6%)	34 (6%)
Second	22 (4%)	22 (4%)
Third	24 (4%)	24 (4%)
Fourth	12 (2%)	12 (2%)
Fifth	35 (6%)	35 (6%)
Sixth	163 (29%)	163 (29%)
Seventh	136 (24%)	136 (24%)
Eighth	116 (21%)	116 (21%)
<b>Free-Reduced Lunch</b>	457 (82%)	457 (82%)
<b>Individual Education Plan (IEP)</b>	105 (19%)	105 (19%)
<b>Total</b>	<b>556</b>	<b>556</b>

The participant and comparison groups are similar by other socio-demographic and program characteristics, as shown in Exhibit 8. While we did not match the program and comparison group on the characteristics listed, both groups are similar in terms of gender and housing insecurity. The 21CCLC program group did have a higher percentage of Pacific Islander



students and English Language Learners. It is important to note that there may be other, unobservable differences between the program and comparison group. Factors related to motivation, for example, may be more present with program participants. Finding an adequate comparison group is a challenge for programs like the 21CCLC effort that are open and seek to engage all students. The chosen comparison group, therefore, is meant to serve as one reference to gauge the scale of differences in outcomes across participants.

*Exhibit 8*  
**Student Profile (remaining categories) 21CCLC and Comparison Students -  
 2023-2024 school year**

Category	21CCLC Group	Comparison Group
<b>Gender</b>		
Male	295 (53%)	289 (52%)
Female	260 (47%)	266 (48%)
Gender X	1 (0%)	1 (0%)
<b>Race/Ethnicity</b>		
African American	30 (5%)	27 (5%)
Asian	11 (2%)	18 (3%)
Caucasian	291 (52%)	320 (58%)
Hispanic	73 (13%)	87 (16%)
Multi-Racial	95 (17%)	84 (15%)
Native American	16 (3%)	2 (0%)
Pacific Islander	40 (7%)	18 (3%)
<b>English Language Learner</b>	90 (16%)	64 (12%)
<b>Housing Insecure</b>	33 (6%)	39 (7%)
<b>Total</b>	<b>556</b>	<b>556</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.

**a. Academic Progress**

Each, year, SPS students in grades 3-8 take standardized subject matter tests developed by the Smarter Balanced Assessment Consortium (SBAC). For the purpose of this analysis, we evaluated the degree to which students met established standards in both the SBAC English Language Arts (ELA) and math tests. Threshold scores for each grade are established by the consortium (and approved by the State Board of Education). Achievement levels 3 and 4 indicate that a student met or exceeded grade-level expectations in a given subject area. (Levels 1 and 2 indicate the student did not meet or nearly met grade level expectations).

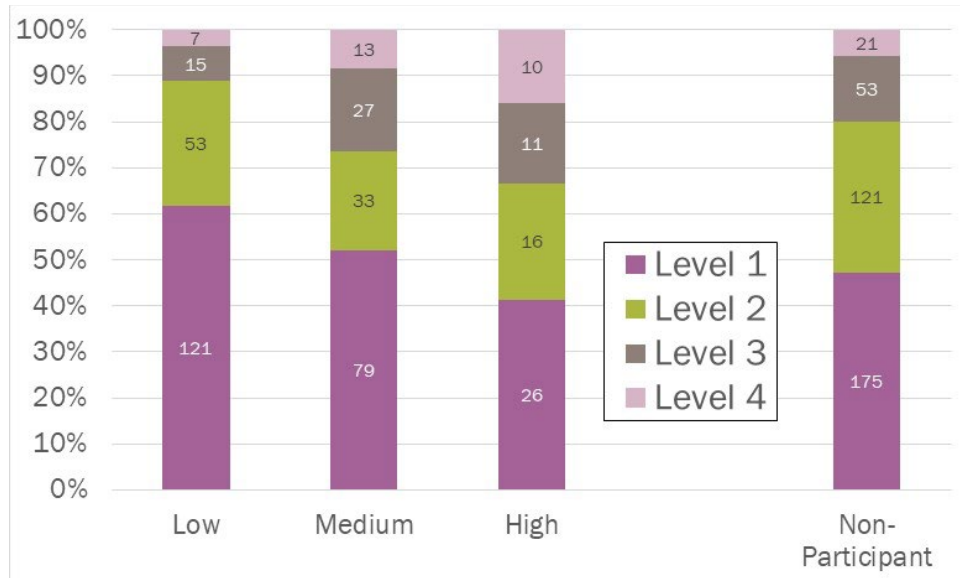
The Zone 21CCLC program set a goal that 60% of regular participants would meet standard in both ELA and Math. Between 30 and 40 percent of regular participants met standard during the 2023-24 school year (Exhibits 9 and 10). While the program goal was not met, there was a strong positive correlation between 21CCLC participation and likelihood of meeting standard on both the ELA and math assessments.

***English Language Arts (ELA)***

As noted, one-third of regular (30+ day) attenders reached either level 3 (17%) or level 4 (16%) on the ELA SBAC test (Exhibit 9). This was nearly three times higher than students with a low level of participation (12% level 3 or 4) and 13 percentage points higher than non-participants (20% level 3 or 4).

***Exhibit 9***  
**21CCLC and Comparison Students – SBAC ELA Results-**  
**2023-2024 school year**

Days Attended	Level 1	Level 2	Level 3	Level 4
<b>Low (1-5 days)</b>	121 (62%)	53 (27%)	15 (8%)	7 (4%)
<b>Medium (6-29)</b>	79 (52%)	33 (22%)	27 (18%)	13 (9%)
<b>High (30+)</b>	26 (41%)	16 (25%)	11 (17%)	10 (16%)
<b>Comparison Group (Non-Participants)</b>	175 (47%)	121 (33%)	53 (14%)	21 (6%)

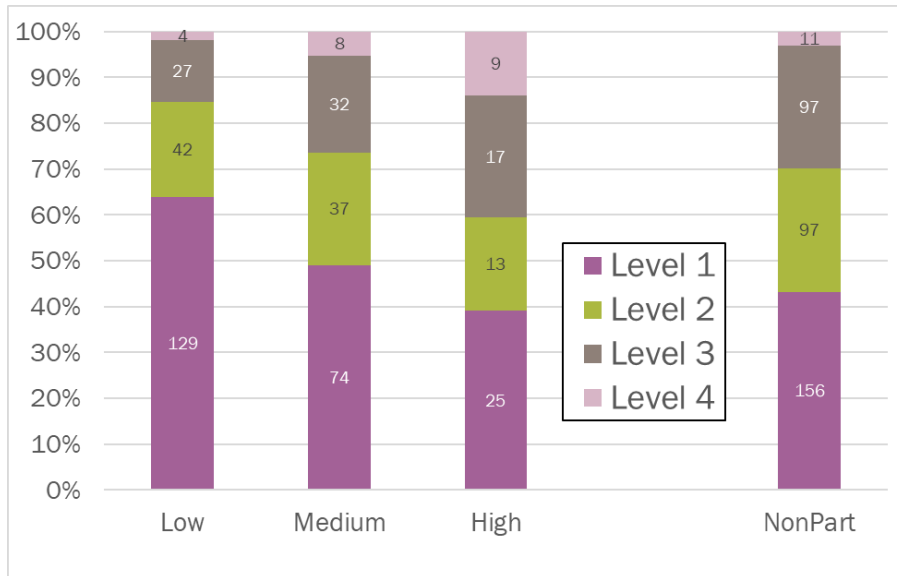


**Math**

Results for the Math SBAC test followed a similar pattern with 41% of regular (30+ day) participants achieving level 3 (27%) or level 4 (14%) proficiency. The met standard rate for regular participants was higher than both medium (6-29 day) and low (1-5 day) 21CCLC participants at 26% and 15% respectively. As shown in Exhibit 10 below, 31% of the comparison group of non-participating students met standard on the math SBAC test. The relationship between SBAC assessments and 21CCLC participation will be examined further in the final report, including among multi-year 21CCLC attendees.

*Exhibit 10*  
**21CCLC and Comparison Students – SBAC Math Results-  
 2023-2024 school year**

Days Attended	Level 1	Level 2	Level 3	Level 4
<b>Low (1-5 days)</b>	129 (64%)	42 (21%)	27 (13%)	4 (2%)
<b>Medium (6-29)</b>	74 (49%)	37 (25%)	32 (21%)	8 (5%)
<b>High (30+)</b>	25 (39%)	13 (20%)	17 (27%)	9 (14%)
<b>Comparison Group (Non-Participants)</b>	156 (43%)	97 (27%)	97 (27%)	11 (3%)



### ***English Language Learners (ELL)***

The World-Class Instructional Design and Assessment (WIDA) Consortium provides language development standards, assessments, and quality professional learning for P-12 educators and students. Washington state adopted the WIDA English Language Development (ELD) Standards Framework in 2021. The framework includes standards assessment in the domains of listening, reading, writing, comprehension literacy and oral skills.

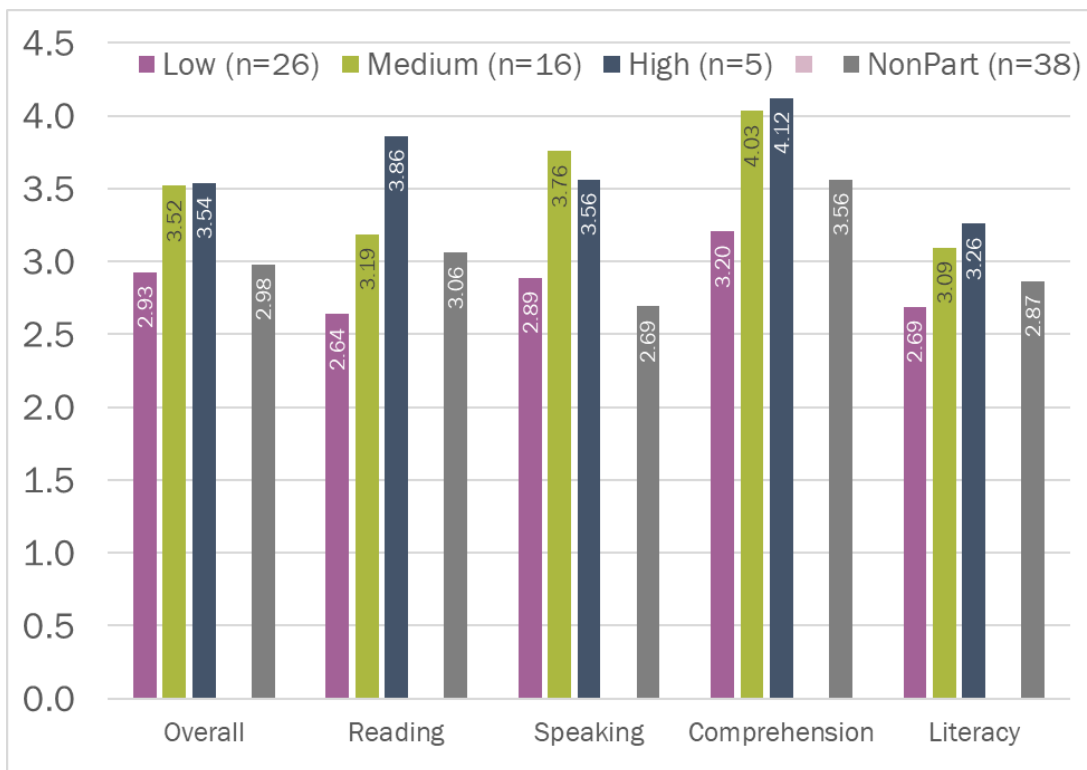
The Zone 21CCLC program outlined a goal for participating English Language Learners (ELL) to increase WIDA scores in at least one domain. We examined changes in WIDA scores *across* school years (2022-23 to 2023-24 school years) and *within* the correct school year. Only 36 students in the 2023-24 21CCLC cohort completed a WIDA test during the current and previous school year. For all available domains, on average, 21CCLC students did not have improved scores across school years. Exhibit 11 displays the multiyear changes in the Overall WIDA domain since this pattern is representative of other available domains.

***Exhibit 11***  
**21CCLC and Comparison Students – WIDA Overall Changes-**  
**2022-2023 and 2023-2024 school years**

Days Attended	Students	2022-23 average	2023-24 average	Change
Low (1-5 days)	18	3.24	3.02	-0.22
Medium (6-29)	14	3.55	3.51	-0.04
High (30+)	5	3.70	3.54	-0.16
Comparison Group (Non-Participants)	35	3.07	3.10	+0.03

While we did not observe significant improvement in WIDA scores across a two-year period, we did see indications of differences in WIDA scores over the latest (2023-2024) school year. As Exhibit 12 shows, both regular (30+ day) and medium (6-29 day) 21CCLC participants scored significantly higher on WIDA tests compared to low participants (1-5 day) and non-participants. While this was the case for 2023-24 Overall scores, scores in the reading, speaking, comprehension and literacy domains were also higher for 21CCLC students with higher participation levels. Since there are a relatively low number of participating ELL students taking the WIDA test (n=21), program staff should take additional steps to understand needs and progress for these students and adapt program offerings accordingly.

*Exhibit 12*  
**21CCLC and Comparison Students – WIDA Scores by Domain -  
 2023-2024 school years**

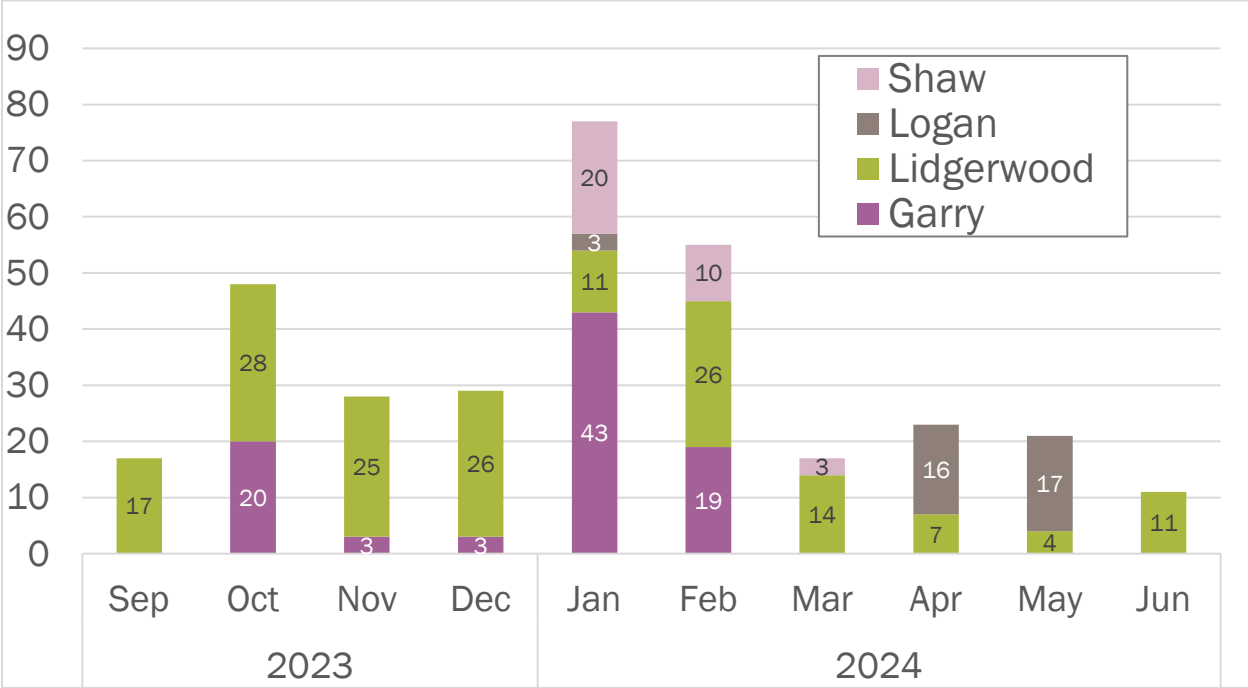


**b. Family Engagement and Wellness**

Family engagement represents a primary focus of the 21<sup>st</sup> Century Community Learning Center grant. Community involvement and support of learning means bringing together parents, guardians and caregivers to help strengthen families with young children. Over the course of the 2023-24 school year, The Zone’s 21CCLC sites provided engagement activities that included parenting, literacy, group celebrations and support activities to increase social cohesion and improve the well-being of all family members.

Exhibit 13 displays the attendance by activity type across all four sites by month. As shown here, January 2024 was the most active month, with all four sites and 77 parents/guardians engaged. In total, there were 326 parent guardians enrolled in family engagement programming, with over half (169) from Lidgerwood Elementary School. Family events, like street fairs and award recognitions, were held for Lidgerwood parents during every month of the school year.

*Exhibit 13*  
**21CCLC Parent Engagement Attendance by Month -**  
**2023-2024 school year**



The Zone’s 21CCLC program set a goal for 50% of participants and family members to attend at least one community/health building activity and at least one educational or vocational activity. With 326 recorded parent participants for 2023-2024, the program had a high level of overall engagement. As shown in Exhibit 14 (next page), 213 adult family members attended celebrations and 212 attended other support activities related to community building. In terms of adult education, three schools (Gary, Lidgerwood and Logan) also held literacy events, with 138 adult family members participating and one school (Shaw) had a financial literacy event focused on FAFSA enrollment for 28 adult participants.

*Exhibit 14*  
**21CCLC Parent Attendance in Activities by Month -  
 2023-2024 school year**

Activity	Garry Middle School	Shaw Middle School	Lidgerwood	Logan
ESL				1
Support Literacy	62		57	19
Support (rental, energy, food)	87	10	79	36
Financial Literacy		28		
Celebrations (awards/movie nights)	1	61	134	17
Parenting Classes			19	
Other (PBS family nights, goal setting)	65	23	46	36

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

The Zone’s 21CCLC program and work that the organization leads across NE Spokane aims to foster a greater sense of belonging and inclusion. In short, the focuses on “building hope and opportunity through collective action in the neighborhoods of Northeast Spokane.” (<https://thezonespokane.org/about/>) In the year four of the five-year 21CCLC extended learning program, there were three primary goals that all address belonging for students and families: reduce chronic absenteeism, decrease behavioral referrals in school, and improve student social-emotional learning skills.

***Absenteeism***

Spokane Public Schools may address student attendance issues based on four categories. Students are considered at risk when absences exceed 5% of available school days. Chronic attendance occurs when a student is absent more than 10% of available school days (86-90% attendance). Finally, excessive absenteeism is classified according to moderate chronic levels (80-85% attendance) or chronic severe absences (80% attendance or less).

For the 21CCLC program, the Zone set a goal for students with prior year chronic (moderate or severe) absenteeism to increase their attendance rate by 10 percent. The students with reported attendance in the previous (2022-2023) school year are listed below (Exhibit 15). Regular 21CCLC participants (in 2023-24) had the lowest rate of absenteeism in the previous year, with only 13% entering with moderate or severe chronic absenteeism issues (compared to 32% of low participants and 19% of medium participants from previous year).

*Exhibit 15*  
**21CCLC and Comparison Students Absenteeism Levels — —**  
**2022-2023 school year**

Days Attended	Satisfactory 95%+	At Risk 91-94%	Chronic 86-90%	Moderate Chronic 80-85%	Severe Chronic LT 80%	Total 2022-23
Low (1-5 days)	27 (16%)	53 (31%)	35 (21%)	<b>25 (15%)</b>	<b>29 (17%)</b>	169
Medium (6-29)	62 (32%)	59 (30%)	36 (18%)	<b>12 (6%)</b>	<b>26 (13%)</b>	195
High (30+)	28 (30%)	35 (38%)	17 (18%)	<b>4 (4%)</b>	<b>8 (9%)</b>	92
<b>Comparison Group (Non-Participants)</b>	146 (27%)	142 (27%)	104 (19%)	<b>47 (9%)</b>	<b>95 (18%)</b>	534

For those students starting the 2023-24 school year with prior (moderate or severe) attendance concerns, we tracked improvement by the end of the school year. While only 12 of these students were regular (30+ day) 21CCLC participants, 4 of these students (33%) showed improved attendance by 10% or more. The remainder (8) had attendance that either increased or decreased by less than 10%. As Exhibit 16 shows, the regular (high) 21CCLC participants were the only group that did not have any students with attendance declines of 10% or more. Among the (prior moderate/severe) non-participants in particular, 25% showed declines in attendance levels of 10% or more between the 2022-2023 and 2023-24 school years. While other factors outside the 21CCLC program factor into attendance outcomes, the program does represent another avenue to engage and encourage school connections among students. The final report will look at this relationship over the entire course of the five-year program.

*Exhibit 16*  
**21CCLC and Comparison Students Moderate and Severe Chronic Absenteeism — —**  
**Improvement by 2023-2024 school year**

Days Attended	Students with Moderate/Severe Absenteeism 2022-23	Attendance 10%+ worse in 2023-24	Attendance +/- 10% in 2023-24	Attendance 10%+ better in 2023-24
Low (1-5 days)	54	10 (19%)	30 (56%)	13 (24%)
Medium (6-29)	38	4 (11%)	22 (58%)	11 (29%)
High (30+)	12	0 (0%)	8 (67%)	4 (33%)
<b>Comparison Group (Non Participants)</b>	142	35 (25%)	58 (41%)	41 (29%)



**Discipline**

Student behavioral incidents not only represent a disruption in the learning environment, but a sign that the student may have challenges connecting with teachers and school or program staff. Spokane Public Schools follows an approach grounded in restorative practices to address behavioral incidents in the school and respond with the lowest level of corrective action needed to change the behavior. Recorded incidents are classified as either minor or major issues according to district policy. The Zone’s 21CCLC program has set an improvement goal for 70% of regular participants with prior year discipline incidents (2 or more) to demonstrate a decrease in incidents in the following year.

Disciplinary incidents in the previous (2022-23) school year were consistent across 21CCLC participants and non-participants – 12%-14% of students had two or more prior reported incidents. Exhibit 17 shows the follow-up behavior incidents for students during the year of interest (2023-24). Participating 21CCLC students with a medium (6-29 days) or high (30+ day) level of involvement were more likely to have fewer incidents in the subsequent school year (77-82% vs 71%).

*Exhibit 17*  
**21CCLC and Comparison Students Disciplinary Incidents (2+) in Year --**  
**2022-2023 and 2023-2024 school year**

Days Attended	Students with 2+ behavior incidents 2022-23	Behavior Incidents in 2023-24		
		Fewer	Same	More
Low (1-5 days)	21	15 (71%)	2 (7%)	3 (23%)
Medium (6-29)	28	23 (82%)	5 (5%)	3 (11%)
High (30+)	13	10 (77%)	0 (0%)	5 (24%)
Comparison Group (Non Participants)	65	46 (71%)	4 (6%)	15 (23%)

It is important to note that because of the relative low number of students with 2+ behavior incidents, we did not distinguish between referrals for minor or major issues. Given that all of these incidents occur during the school day, 21CCLC program staff should continue to work with school teachers and staff to follow restorative practices and provide consistent support for those students with a history of adverse behaviors.

**Social Emotional Learning**

Spokane Public Schools students in grades 4 and above complete a social-emotional learning (SEL) assessment every fall and spring. The assessment, developed by Panorama Education, includes several validated measures of SEL capacity, including grit, growth mindset, learning strategies, self-efficacy and self-management.

The Zone 21CCLC program set a goal for at least 50% of regular participants to demonstrate increases in SEL scores between Fall and Spring for one or more constructs. The Panorama SEL survey, is not mandated in the district and only 30-32 regular 21CCLC participants completed an assessment in both the fall and spring. As Exhibit 18 shows, however, nearly half (47%) of those regular/high (30+ day) attenders showed improved scores in self-efficacy and self-management. In addition, the percent of students improving in self-management scores was positively correlated with number of days participating in 21CCLC activities. Growth mindset and learning strategies showed the lowest level of students with SEL improvement.

*Exhibit 18*  
**21CCLC and Comparison Students Improved SEL Scores – -**  
**Fall 2023 to Spring 2024**

Days Attended	Grit	Growth Mindset	Learning Strategies	Self Efficacy	Self Management
Low (1-5 days)	29 (43%)	19 (28%)	18 (33%)	30 (47%)	19 (33%)
Medium (6-29)	28 (35%)	25 (31%)	24 (39%)	31 (41%)	28 (40%)
High (30+)	15 (44%)	12 (33%)	9 (28%)	16 (47%)	15 (47%)
Comparison Group (Non Participants)	75 (43%)	71 (41%)	55 (36%)	68 (41%)	61 (38%)

In the final year of the 21CCLC program, we will examine the changes in SEL scores over time and look at additional factors (such as adult engagement and multi-year participation) that may influence SEL growth. Several of the 21CCLC sites have provided SEL-specific programming (like Circle of Security, PBS life skills) and with multiple years of data, it will be possible to assess the association between specific program involvement and SEL growth.

### III. Program Adaptations and Recommendations

The 21CCLC program demonstrated continuous improvement and favorable outcomes during this fourth year of operation. While there were notable successes, there were also areas for improvement that can be addressed as the cohort moves into the final year of programming:

- **Track program progress and work on program retention:** As noted in this report, regular 21CCLC participation was associated with higher SBAC test scores and lower attendance concerns. Participation days are shared with program staff on an internal dashboard. This dashboard can be updated to share student progress during in-school hours on metrics like attendance days. This linkage helps emphasize the importance of 21CCLC programming – extending student opportunities and strength.
- **Involve school staff and administrators in program retention:** The successes noted above should be widely shared with school principals and teachers to stress the value of extended learning opportunities. With monthly meetings, this progress can be discussed and strategies to retain more students employed. Across the sites, there were an uneven number of regular participants (2% – 53%) and regular monitoring and feedback could increase consistency across the program.
- **Evaluate multi-year and family involvement in final evaluation:** The NECC program will enter its fifth and final year in 2024-25. The program has weathered pandemic-related shutdowns and uncertainties as well as staffing turnover reflective of wider workforce shortages. It will be valuable to identify those students that were involved with the program for more than one school year to determine how participation may have contributed to resilience, connection and academic outcomes during this tumultuous period. Family involvement also grew during this period and the final evaluation should also look at how parent engagement may have contributed to student success.

The NECC 21CCLC program has developed the programming structure and personnel that resulted in over 550 students receiving extended learning supports over the 2023-24 school year. More importantly, the program is creating important connections for participants, both with their school and the wider community – transforming the site to an authentic modern-day community learning center.

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