

In year two (2024–25) of the planned five-year 21st Century Community Learning Center (21CCLC) grant, Spokane Public Schools (SPS), in partnership with Communities in Schools of the Northwest (CIS-NEW), expanded programming across Bemiss, Cooper, Regal, and Stevens elementary schools. The extended learning model pairs daily academic enrichment with extracurricular clubs, family engagement, and targeted student supports. The year two local evaluation emphasizes three primary outcomes from year two operations: (1) rising participation and site consistency, (2) notable gains in reading (with room to strengthen math), and (3) major growth in family engagement, with an opportunity to connect family participation to student outcomes using district systems.

## 1. Participation and Reach: Two Year Growth and Monthly Trends

- During the 2024-25 school year, 613 students attended at least one day of 21CCLC programming, nearly double year one participation levels. Regular attenders ( $\geq 30$  days) rose to 178 students (29%), and all four schools sustained regular-attender rates between 24 and 34%.
- Year two participation also increased month-by-month, peaking in March/April 2025. Growing numbers during the year provides evidence of strengthening program awareness, reliable routines, and CIS-NEW's cross-site coordination.

Growth in both breadth (students reached) and depth (regular attendance) sets the conditions for cumulative learning effects in Years 3–5.

## 2. Academic Outcomes: Clear Literacy Gains; Renewed Push Needed in Math

### Reading (Lexia & SBA English Language Arts-ELA).

- Lexia use and growth were strongest among regular attenders. Compared with other students, regular attenders logged over 200 more minutes, completed 35–40 more units, and realized approximately 1.5 more months of literacy growth on average.
- The share meeting or exceeding SBA-ELA standards increased to 32% for regular attenders (a 5-point gain vs prior year) and remained higher than both occasional attenders and non-participants.

### Math (Dream Box & SBA-Math).

- Dream Box minutes and growth were modestly higher for participants, but not to the same degree as Lexia; SBA-Math met standard rates declined year over year across groups, including regular attenders, suggesting wider influences (e.g., statewide trends, post-pandemic recovery patterns).
- Given the academic focus on the program, math could be a renewed emphasis moving forward with targeted incentives for Dream Box, math-focused clubs, and coaching to deepen instructional alignment with school-day content.

### **3. Family Engagement: Annual Increases and Opportunities for Program Growth**

During the 2024-25 school year, 700 unique adults participated in 21CCLC related family engagement, up from 118 in year one. CIS-NEW and SPS collaborated and ensured that every site offered activities throughout the year. These events blended celebrations (community building) with supports (resource nights, literacy sessions, take-home supplies).

Based on this momentum, SPS may elect to use PowerSchool (or another secure linkage) to connect specific family attendees to student records so the program can quantify how family engagement relates to attendance, behavior, Lexia/Dream Box growth, and SBA performance.

A continued focus on family engagement remains integral to the program. Extended learning also happens at home and strengthening the home-school-program connection can accelerate literacy gains, improve attendance, and support student outcomes.

#### **Recommendations and Opportunities in Years 3–5**

- 1) Calibrate benchmarks using year one and two findings:** Year two results suggest that some initial five-year benchmarks may be out of reach based on student distributions. Use year one/two results as baseline and adopt tiered ranging from achievable to ‘stretch’ goals.
- 2) Double-down on literacy; retool math:** Keep Lexia as the daily anchor, with incentives (weekly/monthly minutes, unit milestones, public celebration). For math, add Dream Box-specific incentives, structured math blocks, and alignment with school-day focus.
- 3) Convert family engagement into measurable gains:** Offer recognition/incentives for families that join engagement nights. Link family attendance to student records to analyze connections with attendance, behavior, and academics. Program can build on success by soliciting feedback and input during planned events.
- 4) Tighten alignment with school-day strategies and target supports:** Co-plan with principals/teachers on attendance drives, restorative routines, and SEL themes; identify students of focus using PowerSchool for proactive outreach and recruitment. Where possible, run comparative analyses with matched non-21CCLC schools to isolate extended-learning effects.
- 5) Operate a quarterly continuous-improvement cycle:** Review participation, Lexia/Dream Box, SBA, attendance/behavior/SEL each quarter; test small changes; keep what works.

Year Two shows a scaling program with clear literacy gains, stronger family engagement, and a practical path to tighten math and whole-child outcomes. With calibrated goals, data-linked family partnerships, and deeper school-day alignment, SPS and CIS-NEW are well-positioned to convert growing participation into compounding academic and developmental gains in Years 3–5