



*civic research and technology*

# 21<sup>st</sup> Century Community Learning Center – Cohort 19 Local Evaluation

*Year Two Progress Report*

September 2025

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## Background

In 2023, Spokane Public Schools (SPS), in collaboration with Communities in Schools Northeast Washington (CIS-NEW), was awarded a five-year 21st Century Community Learning Center (21CCLC) grant from the Office of the Superintendent of Public Instruction (OSPI) to expand access to extended learning opportunities before and after school in four Northeast Spokane elementary schools: Bemiss, Cooper, Regal, and Stevens. These schools serve neighborhoods where students are more likely to live in lower-income households and benefit from additional academic, social-emotional, and enrichment supports.

The SPS 21CCLC program provides high-quality academic enrichment and family engagement programming designed to strengthen school connection, improve academic outcomes in English Language Arts (ELA) and math, and promote positive youth development. Spokane Public Schools contracts with CIS-NEW to coordinate activities at each school site, supported by dedicated site coordinators and program staff. Urbanova, a Spokane-based civic research nonprofit, serves as the independent local evaluator, responsible for assessing outcomes, and documenting annual progress.

Year One (2023–24) served as a start-up phase, building program structure and relationships, refining program schedules, and monitoring baseline outcome measures. In Year Two (2024–25), the program delivered by CIS-NEW built on that foundation with expanded activity offerings, more consistent participation across sites, and stable staffing that supported continuous program quality. Each site offered a balance of academic time—including structured use of Lexia for literacy and Dream Box for math—and enrichment clubs that encouraged creativity, leadership, physical activity, and social-emotional growth.

This Year Two report presents program participation data, academic and non-academic outcomes, and family engagement activities through the lens of the program's logic model and defined performance metrics. The report is organized into the following sections:

- I. Program and Site Operations / Student Participation – Student enrollment, attendance levels, monthly participation trends, and staffing capacity.
- II. Student Outcome Measures
  - a. Academic growth in ELA and Math, including Lexia and DreamBox outcomes.
  - b. Progress for multilingual learners in WIDA assessments.
  - c. Attendance, behavior, and social-emotional learning improvements.
- III. Family Engagement – Participation levels, event types, and site-by-site activity.
- IV. Program Adaptations and Recommendations – Strategies informed by Year Two results to strengthen program impact in Year Three and beyond.

## I. Program and Site Operations/Student Participation

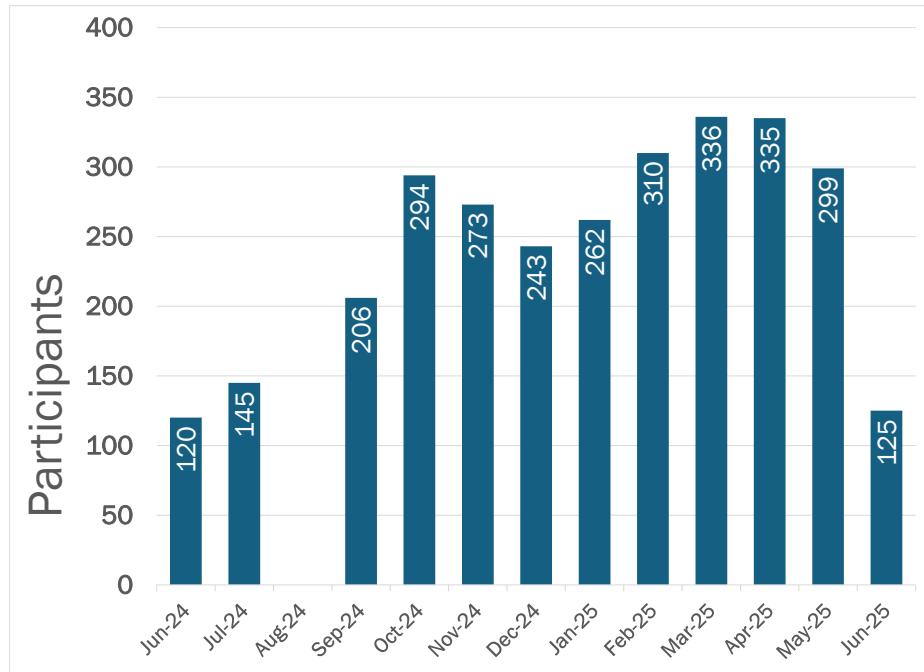
For the entire program cohort, 650 students enrolled in 21CCLC programming and 613 students attended one or more days during the 2024-25 school year. This represents nearly twice as many students served by 21CCLC programs compared to the first year of operation in 2023-24 (n=331). The SPS Program Logic Model (see Appendix) specifically focuses on outcomes for **regular attenders** with 30 or more days participation. As Exhibit 1 indicates, 178 students (29%) were considered regular attenders. In addition, the percentage of regular attenders was relatively consistent between the four program schools, with 24%-34% of all students meeting this level of participation. This was an improvement from year one, when only two schools had a significant number of regular attenders.

*Exhibit 1*  
**SPS 21CCLC Student Attendance Levels –**  
**2024-2025 school year**

Days Attended	Bemiss Elementary	Cooper Elementary	Regal Elementary	Stevens Elementary	Total
Attender (1-29)	75 (66%)	168 (76%)	97 (67%)	95 (71%)	435 (71%)
Regular Attender (30+)	39 (34%)	53 (24%)	47 (33%)	39 (29%)	178 (29%)
<b>Total Students</b>	<b>114</b>	<b>221</b>	<b>144</b>	<b>134</b>	<b>613</b>

Student participation also increased steadily over the 2024-25 year, with the highest number of students recorded in March/April 2025. This section also includes activities and programs at each school site and school participation levels by month.

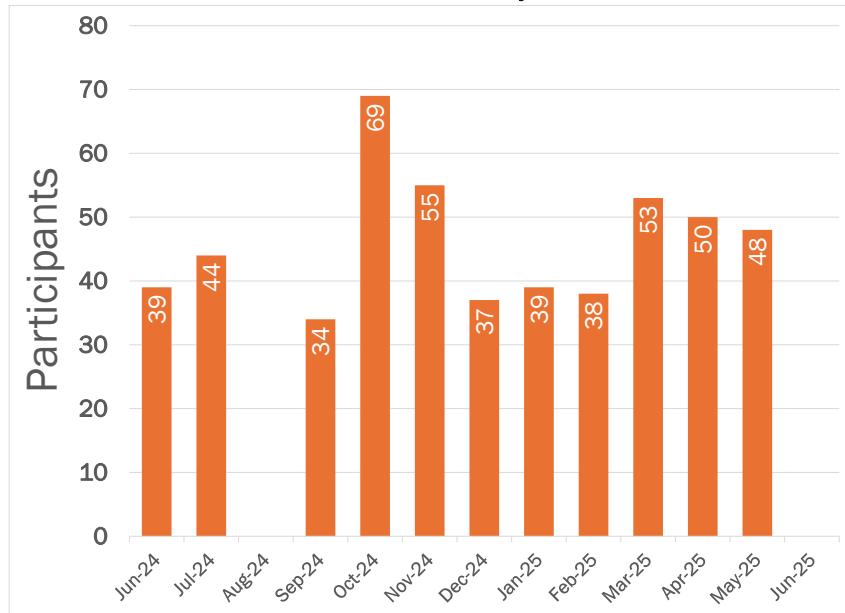
*Exhibit 2*  
**Total SPS 21CCLC Student Participation by Month -**  
**2024-2025 school year**



### Bemiss Elementary

The Bemiss Elementary program is centered around the Bulldog Zone, where students learn social, academic and cooperative skills through art, music and STEM-related projects. During the 2024-25 year, 114 students participated in Bemiss programming (31% of all enrolled students) with 34-69 participants each month (Exhibit 3). Bemiss also offered a Dungeons and Dragons/board games club, Robotics Club and Walking School Bus.

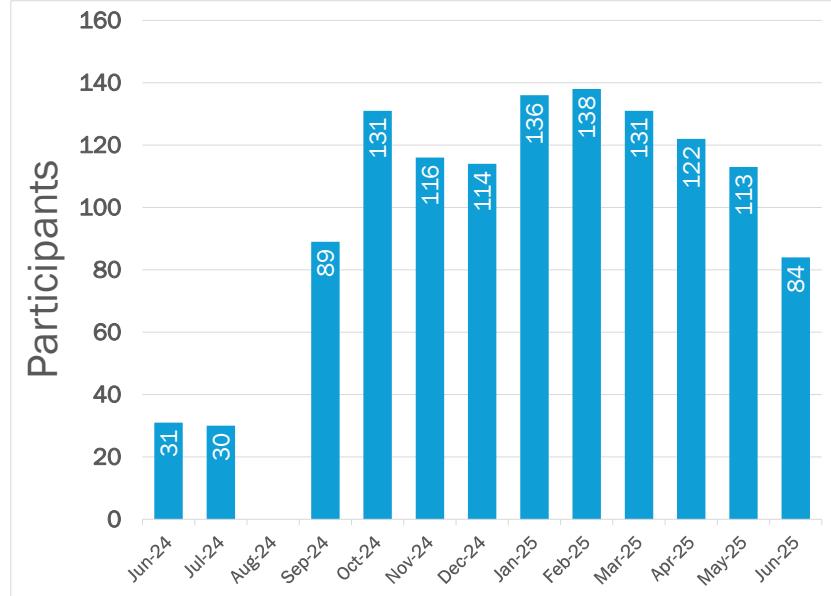
*Exhibit 3*  
**Bemiss Elementary 21CCLC Student Participation by Month -  
2024-2025 school year**



## **Cooper Elementary School**

Cooper Elementary had an active 21CCLC program, with 84-138 student participants each month during the school year and 221 total participants (Exhibit 4). Total participants represented 58% of the school's overall enrollment. Programming at Cooper included a diverse set of clubs and activities related to academic skills (Homework and Science Club), art and music (Around the Piano, Drawing Club, SongTale Singers, Musical Theater), physical fitness (Get Active!, Basketball) and community involvement (Girl Scouts). Cooper Elementary had the highest participation level overall and the highest daily attendance.

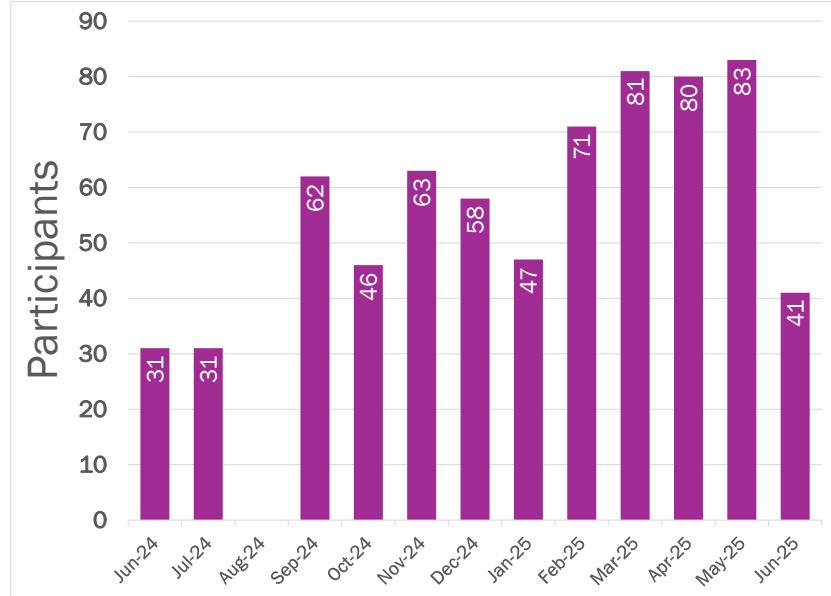
*Exhibit 4*  
**Cooper Elementary 21CCLC Student Participation by Month -  
2024-2025 school year**



### **Regal Elementary**

Regal Elementary had the second highest participation level with 144 students active in Year Two (38% of total enrollment). Participation at Regal also grew from 62 students in September to 83 students in May (Exhibit 5). Programming at Regal included an Art & Yoga Club, Girl Scouts, STEAM club, a Walking School Bus and Morning Moves and Grooves.

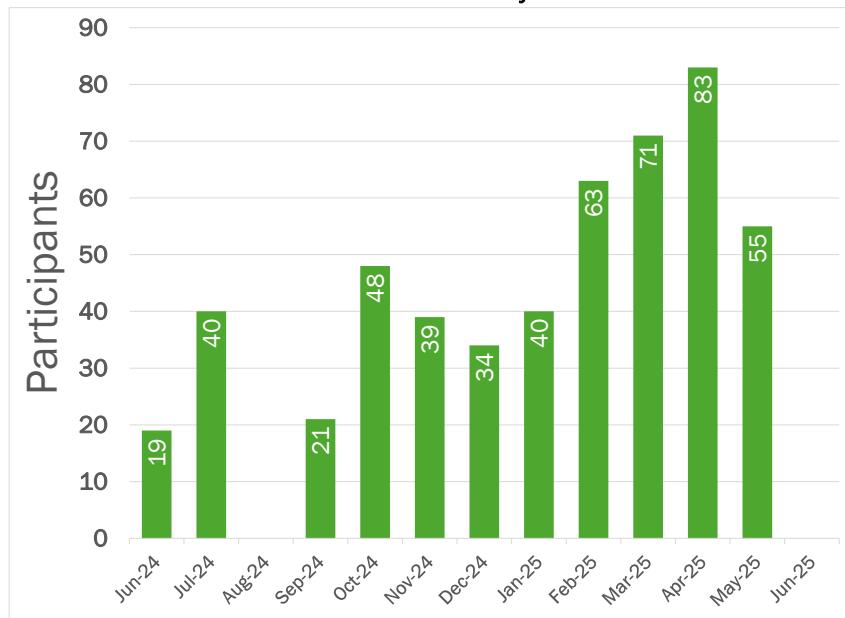
*Exhibit 5*  
**Regal Elementary 21CCLC Student Participation by Month -  
2024-2025 school year**



## Stevens Elementary

Stevens Elementary had 134 student 21CCLC participants in Year Two, representing 31% of the enrolled student population. Programming at Stevens, called Wingspan, included a Conditioning Club, Pokemon Club Recreational activities and STEAM (science, technology, engineering, art, math). Special events like the Mobius Science Center day with student projects were also held at Stevens and other 21CCLC schools. By April 2025, total monthly participants at Stevens grew to 83 students (Exhibit 6), with steady increases in attendance during the school year.

*Exhibit 6*  
**Stevens Elementary 21CCLC Student Participation by Month -  
2024-2025 school year**



## II. Student Outcome Measures

This section summarizes results from the 21CCLC performance measures, established by Spokane Public Schools and CIS-NEW to track academic and non-academic progress for participating students. The SPS 21CCLC program emphasizes academic enrichment in English Language Arts (ELA) and math, typically beginning each session with 30–45 minutes of structured academic work—either with teacher assistance or using district-supported tools such as Lexia and Dream Box. The academic support time is then followed by enrichment activities focused on physical, creative, and social-emotional growth of students. All extended day programming, including site-level coordination and staffing, was managed and implemented by CIS-NEW in partnership with SPS.

For Year Two, outcomes are presented for three groups: regular attenders (30+ days), occasional attenders (1–29 days), and non-participants, all drawn from the same four program schools. Note that 32 21CCLC participants are excluded from analyses in this section, with parental opt-outs for data sharing.

As shown in Exhibit 7, the academic status of regular attenders closely resembles that of other students in the participating schools. Across all three groups, grade-level distribution, rates of Individualized Education Program (IEP) status, and special education accommodations (Section 504) were similar. This comparability provides important context for interpreting results, as observed differences in academic performance, attendance, behavior, and social-emotional learning are less likely to be attributed to *observed* student characteristics.

*Exhibit 7*  
**Student Profile 21CCLC Participants and Non-Participants -**  
**2024-2025 school year**

Category	30 days or more	1-29 days	Non Participants
<b>Grade</b>			
Kindergarten	11 (7%)	51 (12%)	212 (18%)
First	26 (15%)	57 (14%)	216 (18%)
Second	35 (21%)	76 (18%)	202 (17%)
Third	40 (24%)	86 (21%)	185 (16%)
Fourth	32 (19%)	68 (17%)	174 (15%)
Fifth	25 (15%)	74 (18%)	200 (17%)
<b>Individualized Educational Plan (IEP)</b>	34 (20%)	97 (24%)	318 (27%)
<b>Section 504</b>	*	15 (4%)	16 (1%)
<b>Total</b>	<b>169</b>	<b>412</b>	<b>1,189</b>

\* less than 10 students

The participant and non-participant groups are similar across most measured socio-demographic and program characteristics, as shown in Exhibit 8. While this similarity allows for reasonable side-by-side comparisons, it is important to recognize that *unmeasured* factors—such as individual student motivation, family engagement, or differences in support received outside of school—could influence the outcomes reported in this section. These unobserved differences may account for part of the variation in results between groups, independent of program participation. As the 21CCLC initiative continues, outcomes are expected to strengthen over time as consistent exposure to enhanced learning opportunities supports the ongoing growth and development of participating students.

**Exhibit 8**  
**Student Profile 21CCLC Participants and Non-Participants -**  
**2024-2025 school year**

Category	30 days or more	1-29 days	Non Participants
<b>Gender</b>			
Male	101 (60%)	214 (52%)	539 (45%)
Female	67 (40%)	198 (48%)	650 (55%)
X Gender			
<b>Race/Ethnicity</b>			
African-American	*	25 (6%)	44 (4%)
Asian	*	11 (3%)	39 (3%)
Hispanic	25 (15%)	60 (15%)	174 (15%)
Multi-Racial	17 (10%)	54 (13%)	161 (14%)
Native American	*	*	20 (2%)
Pacific Islander	12 (7%)	15 (4%)	104 (9%)
White	107 (63%)	244 (59%)	646 (54%)
<b>Multiple Language Learner</b>	28 (17%)	44 (11%)	246 (21%)
<b>More than one school (last 12 months)</b>	27 (16%)	69 (17%)	266 (22%)
<b>Total</b>	<b>169</b>	<b>412</b>	<b>1,189</b>

\* less than 10 students

The remainder of this section reports on outcome goals established by Spokane Public Schools at the start of the five-year 21CCLC program. These goals include associated metrics and benchmarks for each category:

- Youth are more ready and prepared in Math, STEM, and ELA to progress
- Youth engage in activities that aim to improve the well-being of themselves and their families academically, physically, and emotionally
- Youth receive high-quality expanded learning opportunities that lead to positive behavior outcomes for participants and demonstrate an increase in SEL skills

These goals, outlined in the Cohort 19 logic model, guide both the design and evaluation of program activities, ensuring that participation is directly linked to measurable improvements in academic achievement, student well-being, and school engagement over the course of the grant. Where applicable, we note changes from outcomes reported in year one.

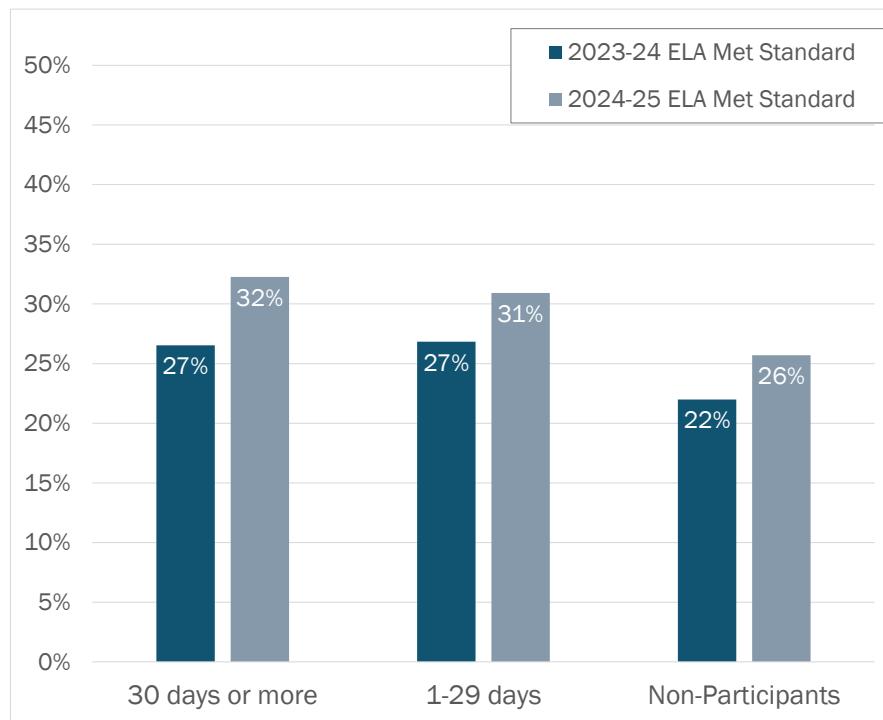
#### **A. Youth are more ready and prepared in Math STEM and ELA to progress**

1. *10% increase of regular participants meeting standard in ELA and Math based on SBA results over the regular participants prior year SBA results.*

Elementary students in grades 3–5 participate in the Smarter Balanced Assessment Consortium testing, also known as the SBAC, which is aligned with Washington’s Common Core State Standards in English Language Arts (ELA) and mathematics. The SBAC includes both a computer-adaptive test and a performance task, designed to measure student progress and inform instruction. The Washington State Board of Education (SBE) establishes the “cut scores” for these assessments. These levels determine whether students meet the state’s graduation requirements in ELA and math. For this analysis, student growth percentile data were not available; therefore, results are reported as the percentage of students meeting or exceeding grade-level standards based on SBE-established cut scores. Scores at Achievement Levels 3 and 4 indicate that a student met or exceeded expectations, while Levels 1 and 2 indicate the student did not meet or nearly met grade-level standards.

The first SPS 21CCLC goal related to academic progress is for regular participants (30+ days) to show a 10% increase in meeting standards for ELA and math compared to prior year results. As shown in Exhibits 9 and 10, approximately one-third of regular attenders met or exceeded standard in each subject—32% in ELA and 31% in math during the most recent 2024-25 school year. In terms of ELA scores, this represents a 5-percentage point increase from the previous year (2023-24). While this falls short of the 10% improvement goal, regular participants had the largest annual improvement in ELA and the highest met standard rate compared to other students.

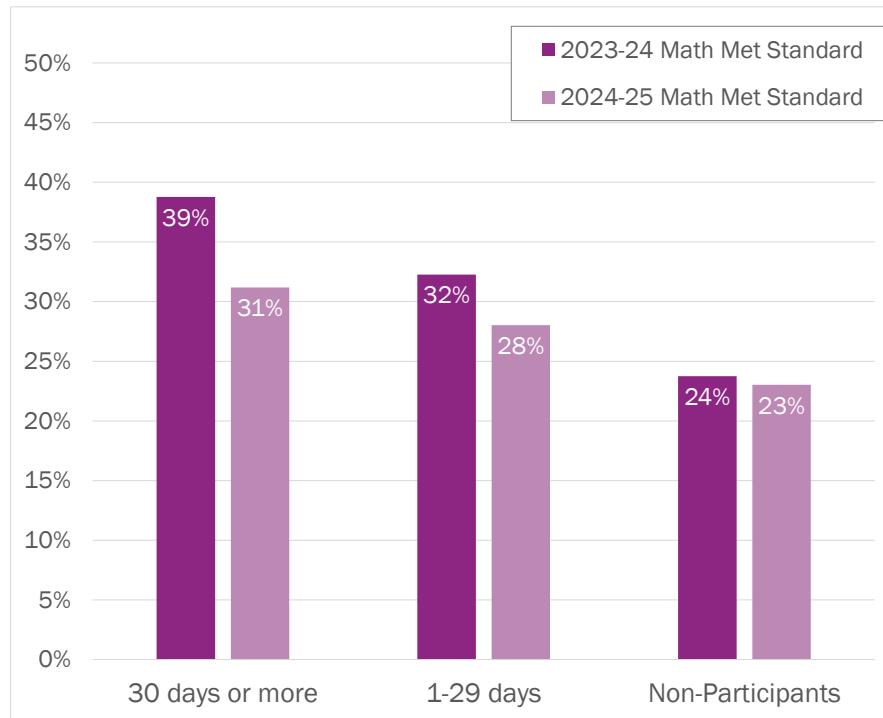
**Exhibit 9**  
**21CCLC Participants and Non-Participants SBAC ELA Met Standard Rates -**  
**2023-2024 to 2024-2025 school year**



SBAC ELA Result	30 days or more	1-29 days	Non-Participants
2023-24 Met Standard	13 (27%)	33 (27%)	64 (22%)
<b>2023-24 Total</b>	<b>49</b>	<b>123</b>	<b>291</b>
2024-25 Met Standard	30 (32%)	64 (31%)	110 (26%)
<b>2024-25 Total</b>	<b>93</b>	<b>207</b>	<b>428</b>

The met standard rates for math SBAC scores showed a decrease for both 21CCLC participants and non-participants between 2023-24 and 2024-25 (Exhibit 10). Like ELA results, regular participants showed the highest met standard rates both years (8%-15% greater than nonparticipants). Regular participants, however, also showed the steepest annual decline in met standard rates for math (39% to 31%), emphasizing a potential need to focus on math competencies as part of academic enrichment activities.

**Exhibit 11**  
**21CCLC Participants and Non-Participants SBAC Math Met Standard Rates -**  
**2023-2024 to 2024-2025 school year**



SBAC Math Result	30 days or more	1-29 days	Non-Participants
2023-24 Met Standard	19 (39%)	40 (32%)	71 (24%)
<b>2023-24 Total</b>	<b>49</b>	<b>124</b>	<b>299</b>
2024-25 Met Standard	29 (31%)	58 (28%)	99 (23%)
<b>2024-25 Total</b>	<b>93</b>	<b>207</b>	<b>430</b>

Given that standardized tests capture a single point in time and are influenced by multiple in- and out-of-school factors, these findings should be interpreted alongside other program metrics, such as Lexia and Dream Box growth (below), to fully understand the impact of sustained participation.

2. 60% of regular participants with more than 6 months of Lexia/Dream Box use will meet or exceed the district average for months of growth for the students' corresponding grade level in Lexia/Dream Box

As noted earlier, 21CCLC program sessions typically begin with grade-appropriate student academic support, either with an instructional assistant or through district-approved tools such as Lexia for literacy and Dream Box for mathematics.

a. Curricular Instruction –Lexia (1.2)

Lexia provides personalized, structured literacy lessons that guide students sequentially through key language and reading skills, with progression determined by demonstrated mastery. This allows educators and classroom teachers to monitor individual and group progress toward literacy benchmarks over time.

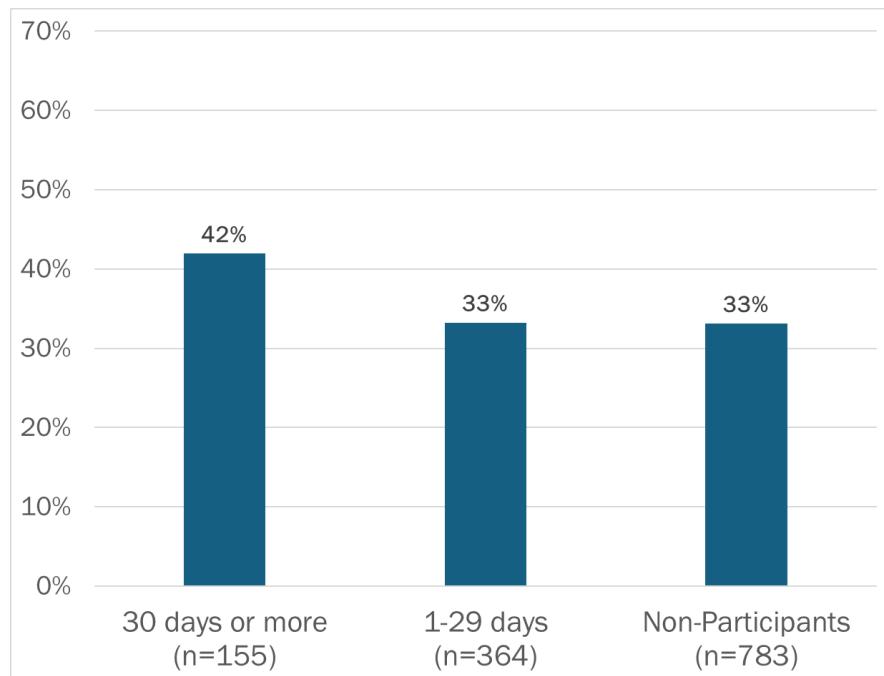
As expected, the number of days a student participated in 21CCLC was strongly associated with total Lexia minutes. Regular attenders (30+ days) logged substantially more instructional time than occasional attenders or non-participants. On average, regular attenders recorded **220 to 240 additional Lexia minutes** compared to occasional (1-29 day) and non-participants, translating to **36–41 more completed Lexia units** over the year (Exhibit 11). Importantly, regular participants demonstrated higher levels of academic growth with **1.3–1.5 additional months growth** compared to other students.

**Exhibit 11**  
**21CCLC Participants and Non-Participants Lexia Use and Outcomes -**  
**2024-2025 school year**

Lexia Results	30 days or more	1-29 days	Non-Participants
Average Minutes (Total)	2,008	1,788	1,768
Average Units Completed	277	241	236
Average Months of Growth	<b>9.9</b>	<b>8.6</b>	<b>8.4</b>
<b>Students</b>	<b>155</b>	<b>364</b>	<b>785</b>

While months of growth are an important metric related to Lexia use, the SPS 21CCLC benchmark also sets a goal for 60% of regular participants to meet or exceed the district average for peer cohorts in the student's grade. As Exhibit 12 shows, 42% of regular participants were at or above the Lexia district average for months of growth in their school. The percentage of regular participants exceeding this threshold was significantly higher than both occasional and non-participants (both 33%).

**Exhibit 12**  
**21CCLC Participants and Non-Participants Percentage of Students**  
**Meeting or Exceeding Months Growth -**  
**2024-2025 school year**



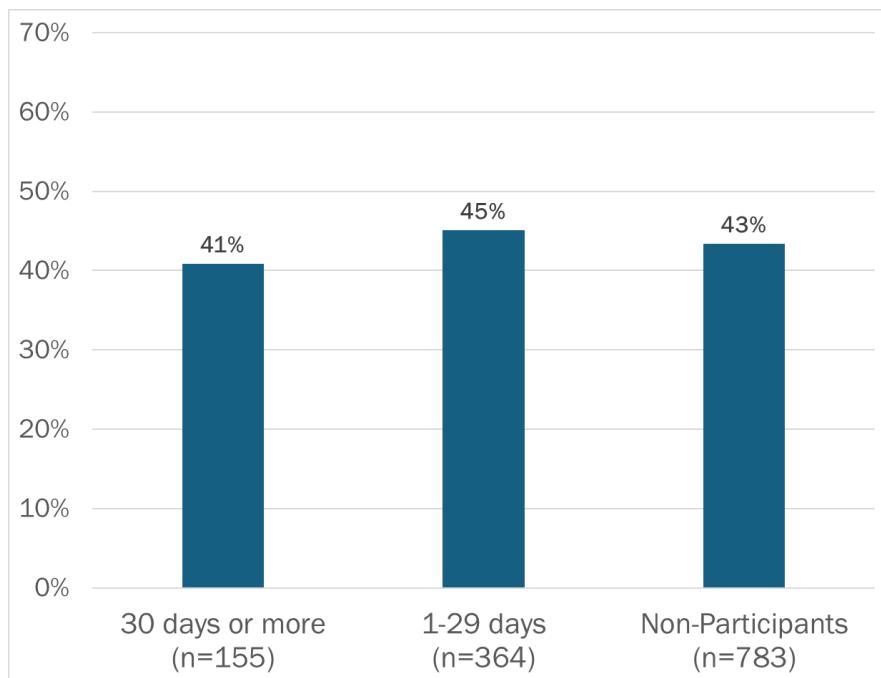
The consistent literacy gains among regular 21CCLC attendees underscore the value of integrating computerized, adaptive tools like Lexia into after-school programming, where extended learning time can meaningfully accelerate academic growth.

b. Curricular Instruction –Dream Box (1.3)

In addition to literacy instruction through Lexia, 21CCLC participants engage in computer-based math learning using Dream Box, an adaptive platform that delivers personalized instruction aligned with state math standards. Exhibit 13 presents Dream Box utilization and outcomes for both participants and non-participants. Participating 21CCLC students recorded slightly more Dream Box minutes (192–235) and demonstrated marginally higher months of growth compared to non-participants. However, these gains were less pronounced than those observed with Lexia. Between 41% and 45% of students with at least six months of Dream Box use met or exceeded the district average for their grade, with no clear relationship to 21CCLC participation. This pattern, consistent with findings from the Year One report, underscores the need to place greater emphasis on targeted math instruction within program activities in future years.

**Exhibit 13**  
**21CCLC and Comparison Students Dream Box Use and Outcomes -**  
**2024-2025 school year**

Dreambox Results	30 days or more	1-29 days	Non-Participants
Average Minutes (Total)	2,555	2,598	2,363
Average Units Completed	221	207	209
Average Months of Growth	7.6	7.7	7.3
<b>Students</b>	<b>164</b>	<b>375</b>	<b>807</b>



3. 60% of regular participants identified as multilingual students with assessment results the prior year will show progress toward English language proficiency by increasing their WIDA scores in at least one domain

Washington state adopted the [WIDA English Language Development \(ELD\) Standards Framework](#) in 2021. The framework includes standards assessment for multilingual students in the areas of listening, reading, writing, comprehension literacy and oral skills. Exhibit 14 includes those students that completed the WIDA assessment in both the prior and current school year. As shown below, *all* of the 21 regular participants that completed both WIDA tests improved in one or more domains. The pattern was similar for other students as well with year-to-year growth in average scores across WIDA domains (table below).

**Exhibit 14**  
**21CCLC and Comparison Students WIDA Scores Improvement -**  
**2023-2024 to 2024-2025 school year**

WIDA Category	30 days or more	1-29 days	Non-Participants
Improved in one or more domains	21 (100%)	26 (96%)	115 (98%)
Student Count	21	27	117

Average WIDA Scores		30 days or more	1-29 days	Non-Participants
Comprehension	2023-24	296.4	294.3	281.7
	2024-25	326.5	333.4	324.1
Listening	2023-24	302.8	318.5	298.8
	2024-25	345.2	353.3	343.7
Literacy	2023-24	284.7	272.6	260.0
	2024-25	312.7	305.2	303.7
Oral	2023-24	285.6	289.9	275.6
	2024-25	317.4	310.4	310.4
Reading	2023-24	293.6	285.5	274.3
	2024-25	318.4	324.8	315.6
Speaking	2023-24	268.0	260.7	254.4
	2024-25	289.1	275.1	276.5
Writing	2023-24	275.1	259.0	247.3
	2024-25	306.3	290.4	291.4
Overall	2023-24	284.8	276.2	262.2
	2024-25	313.8	306.5	305.5

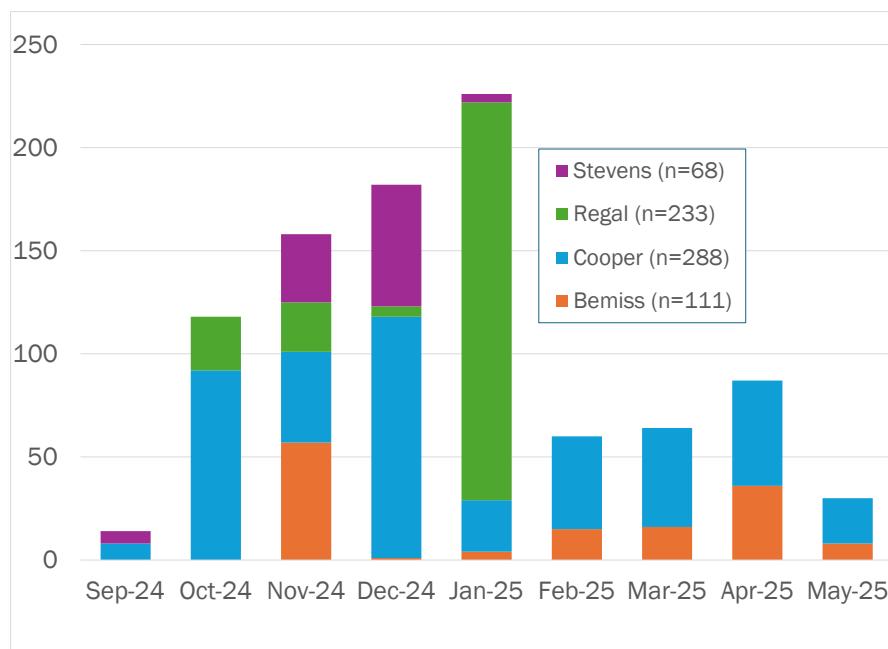
B. Youth engage in activities that aim to improve the well-being of themselves and their families academically, physically and emotionally

1. *100% of program sites offer family engagement opportunities*

Family engagement remains an important part of the SPS 21CCLC program and a statewide priority for expanded learning opportunities. During the 2024–25 school year, CIS-NEW and SPS collaborated to plan and deliver family programming at the four 21CCLC sites. Total participation reached 700 adults—an increase of nearly six-fold from the prior year, when 118 adults attended. Activities ranged from parenting and financial literacy workshops to job skills classes, as well as resource nights and school-community celebrations designed to strengthen family networks and school

connections for the entire family. The program met its Cohort 19 benchmark of ensuring 100% of program sites offered family engagement opportunities, with reach varying by site: Cooper Elementary hosted events in each of the nine months of the program year, Bemiss held activities in six months, and Regal and Stevens each offered events during four months (Exhibit 15).

**Exhibit 15**  
**21CCLC Family Engagement Adult Attendance by Month and School Site -**  
**2024-2025 school year**



The most frequent engagement formats in Year Two were Support Other (650 total participants) and Celebrations (605 total participants). Literacy and other support activities drew a combined 193 participants at Regal Elementary. Activity levels grew steadily through the fall, providing an opportunity for students and families to become more familiar and engaged with program goals (Exhibit 16). Celebrations included community-building events such as family dinners, seasonal festivals, and neighborhood fairs, while support-oriented programming offered families practical resources including information about community services and take-home items such as food and hygiene supplies. With programming now more evenly distributed across sites and sustained through much of the school year, SPS 21CCLC sites are building a strong foundation for ongoing family involvement and support.

**Exhibit 16**  
**21CCLC Adult Attendance in Activities by Month -**  
**2024-2025 school year**



The program goal to engage families in meaningful ways at each site provides continuity and connection between a student's home, school and program environment. The involvement of parents, guardians and other important adults in 21CCLC programming helps promote student well-being through improved social-emotional skills, reduced disciplinary referrals, and stronger school attendance. These topics and outcomes are covered in the next section.

2. *100% of program sites offer sibling care as needed*

CIS-NEW provides cross-site coordination for sibling care across all four 21CCLC program schools, ensuring consistency and flexibility for families. By aligning program times, CIS-NEW makes it easier for parents to manage pickup schedules and coordinate care for siblings. Prior to the start of programming, CIS-NEW staff also review registration records to identify sibling care needs, helping families plan ahead. When appropriate, siblings are welcome to participate in extended-learning or family engagement activities. Additionally, if pre-kindergarten children are present, CIS-NEW arranges for a dedicated staff member to provide separate care. These supports are available across all four program sites, reflecting the 21CCLC program goal of meeting the diverse needs of participating families.

**C. Youth receive high quality expanded learning opportunities that lead to positive behavior outcomes for participants and demonstrate an increase in SEL skills**

The 21CCLC program establishes community learning centers that can expand opportunities and improve outcomes for students in under-resourced neighborhoods. While academic performance is a central focus, the program operates under the premise that school and community connections are a vital part of fostering student learning. This section covers three indicators of strengthening connections for 21CCLC participants – school behavior/discipline, regular school attendance, and growth in social-emotional learning (SEL) skills.

1. *60% of regular participants with two or more major or minor incidents during the previous school year will demonstrate a decrease in adverse behaviors as measured by a reduction in major and minor incidents*

Student behavioral incidents that require a disciplinary referral remain an important indicator of readiness to learn, impacting both the individual student and the broader classroom environment. Spokane Public Schools uses restorative practices to address these behavioral incidents, focusing on the lowest level of corrective action necessary to promote positive change. These approaches, along with the district's definitions of major and minor incidents, are outlined in the Student Behavior, Rules of Conduct, Restorative Practices, and Discipline Policy (<https://www.spokaneschools.org/page/student-discipline>) .

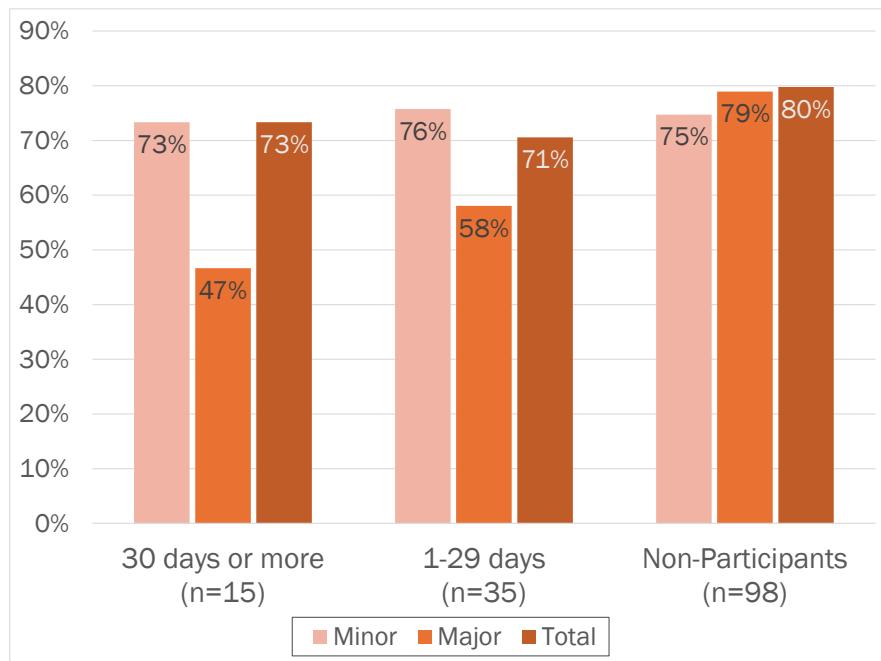
For the Year Two cohort, 10% of 21CCLC participants had two or more behavioral incidents—major or minor—in the prior school year (Exhibit 17). Among regular participants (30+ days) with two or more major or minor incidents, 73% showed a reduction in minor referrals, 47% a reduction in major referrals, and 73% a reduction in total (major and minor) referrals (Exhibit 18). This exceeds the district's 21CCLC benchmark, which sets a goal that at least 60% of regular participants with multiple incidents will demonstrate a reduction in adverse behaviors.

*Exhibit 17*

**21CCLC Participants and Non-Participants Disciplinary Incidents (2+) in Year - 2023-2024 school year**

Previous Year Disciplinary Referral (Minor or Major)	30 days or more	1-29 days	Non-Participants
None (0)	120 (80%)	289 (84%)	726 (81%)
One (1)	15 (10%)	21 (6%)	73 (8%)
<b>Two or More</b>	<b>15 (10%)</b>	<b>35 (10%)</b>	<b>98 (11%)</b>
<b>Students (2023-24)</b>	<b>150</b>	<b>345</b>	<b>897</b>

**Exhibit 18**  
**21CCLC Participants and Non-Participants Disciplinary Incidents (2+) in Year -**  
**Percent with Reductions from 2023-2024 to 2024-25 school year**



Occasional participants (1–29 days) and non-participants also saw high rates of improvement: 76% and 75% reduced minor referrals, 58% and 79% reduced major referrals, and 71% and 80% reduced total referrals, respectively. While these results for regular participants are encouraging, they are generally consistent with improvements seen among other students, suggesting that positive changes may also reflect broader school-wide efforts and policy implementation.

2. *70% of students who are exhibiting chronic absenteeism (moderate chronic and chronic attendance) the previous year will increase their attendance rate by 10% of the student's previous year's attendance rate*

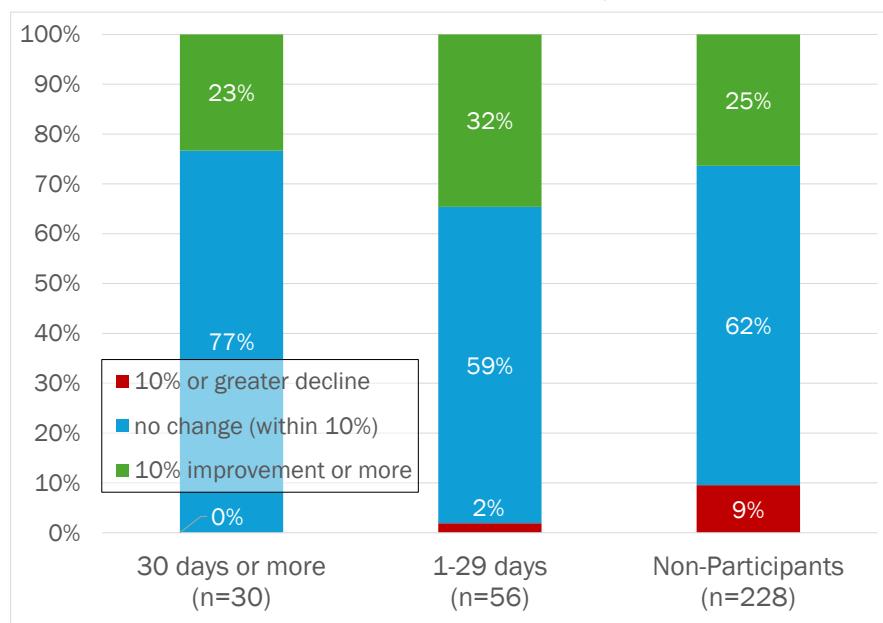
Students' sense of connection to school is closely tied to the amount of time they spend in the classroom. Spokane Public Schools tracks attendance using the categories shown in Exhibit 19. Satisfactory attendance is defined as missing no more than 5% of the school year (95% or higher attendance rate). Students who miss more days fall into two at-risk categories: moderate chronic absenteeism (80–85% attendance) and severe chronic absenteeism (80% attendance or lower). During the 2024-25 school year, regular 21CCLC participants had the highest rate of satisfactory attendance with nearly half (48%) attending school 95% of the time or more.

**Exhibit 19**  
**21CCLC Participants and Non-Participants Attendance Levels -**  
**2024-2025 school year**

Attendance Category	30 days or more	1-29 days	Non-Participants
Satisfactory Attendance (95% or higher)	72 (48%)	140 (41%)	235 (27%)
At Risk Attendance (91-94%)	32 (21%)	106 (31%)	249 (29%)
Chronic Attendance (86-90%)	23 (15%)	48 (14%)	177 (21%)
Moderate Chronic Attendance (80-85%)	11 (7%)	25 (7%)	86 (10%)
Severe Chronic Attendance (80% or less)	12 (8%)	22 (6%)	113 (13%)
<b>Total Students</b>	<b>150</b>	<b>341</b>	<b>860</b>

Exhibit 19 summarizes attendance outcomes for students in Year Two (2024–25). The SPS 21CCLC benchmark for attendance focuses on students who had chronic attendance concerns (moderate or severe) in the previous year and their improvement in the current year. For these students, we measured meaningful change as an increase or decrease of at least 10 percentage points in attendance rate between 2023–24 and 2024–25. As shown in Exhibit 20, 23% of regular 21CCLC participants with moderate/severe absenteeism improved their attendance by 10 percentage points or more, while none experienced a decline. The majority (77%) maintained a similar attendance rate within  $\pm 10\%$  of the previous year.

**Exhibit 20**  
**21CCLC Participants and Non-Participants Attendance Improvement (Moderate-Severe) -**  
**2023-2024 to 2024-2025 school year**



Although the number of regular participants with prior moderate/severe absenteeism was relatively small (n=30), another way to evaluate progress is by examining shifts between attendance categories. As shown in Exhibit 21, regular participants demonstrated the highest rate of *category improvement*, with 37% moving up to a higher attendance tier (e.g., from At Risk to Satisfactory or from Moderate Chronic to At Risk).

*Exhibit 21*

**21CCLC Participants and Non-Participants Change in Attendance Category -  
2023-2024 to 2024-2025 school year**

Attendance Category	30 days or more	1-29 days	Non-Participants
Improved Category	56 (37%)	111 (33%)	289 (34%)
Same Attendance Category	66 (44%)	166 (49%)	361 (42%)
Category Decline	28 (19%)	64 (19%)	210 (24%)
<b>Total Students</b>	<b>150</b>	<b>341</b>	<b>860</b>

While regular participants' attendance improvements were modest, these patterns suggest that consistent program engagement may help reinforce positive attendance behaviors over time—an important factor in fostering stronger school connections and supporting broader social-emotional development.

3. *At least 80% of regular attendees with previous years results will demonstrate increased SEL self-perception in one or more constructs from fall to spring as measured by the SPS Qualtrics student attribute survey*

Spokane Public Schools students in third grade and above complete an annual social-emotional learning (SEL) assessment developed by Panorama Education and administered through the district's Qualtrics platform. The survey measures several domains, including grit, growth mindset, learning strategies, self-efficacy, self-management, and social awareness. For the 2024-25 school year, in the four schools included in the analysis:

- 590 students completed the spring SEL assessment in all domains
- 520 students completed the fall SEL assessment related to grit and self-efficacy
- Approximately 150 students completed the fall SEL assessment in other domains (self-management, growth mindset, social awareness, and learning strategies).

As Exhibit 22 shows, the average scores by SEL domain did not differ significantly between 21CCLC participants and non-participants for those students taking the final spring tests.

*Exhibit 22*

**21CCLC Participants and Non-Participants Average SEL Score by Domain - Spring-2025**

SEL Domain	30 days or more	1-29 days	Non-Participants
Grit	3.17	3.35	3.23
<i>Self-Efficacy</i>	3.15	3.23	3.07
Self-Management	3.45	3.63	3.45
Growth Mindset	3.21	3.50	3.25
Social Awareness	3.35	3.59	3.34
<i>Learning Strategies</i>	3.55	3.59	3.35
<b>Total Students</b>	<b>91</b>	<b>176</b>	<b>376</b>

For the 2024–25 school year, 441 students across the four 21CCLC sites completed both Fall and Spring assessments, including 91 regular participants. The SPS 21CCLC program set a goal for at least 80% of regular participants to demonstrate growth in one or more SEL domains. As shown in Exhibit 23, 55% of regular participants demonstrated improvement across at least one SEL construct, compared with 69% of occasional participants and 66% of non-participants.

*Exhibit 23*

**21CCLC Participants and Non-Participants SEL Fall to Spring Improvement  
At Least One SEL Domain -  
2024-25 School Year**

SEL Improvement	30 days or more	1-29 days	Non-Participants
Improved Scores Fall-Spring	36 (55%)	94 (69%)	159 (66%)
<b>Total Students</b>	<b>65</b>	<b>136</b>	<b>240</b>

While the program fell short of the 80% benchmark, average Spring scores for regular participants were generally comparable to peers across most domains, with stronger relative outcomes (for all 21CCLC participants) in self-efficacy and learning strategies. These findings suggest that while SEL growth may not yet reflect a distinct program effect, consistent participation in extended learning opportunities remains an important avenue for supporting student confidence, persistence, and engagement in school.

### III. Program Adaptations and Recommendations

During the second year of Cohort 19, Spokane Public Schools (SPS) refined its 21CCLC model and expanded participation. The data show solid gains in reading achievement, a noticeable increase in family engagement, and improved attendance at participating sites. They also reveal challenges: benchmark goals that may be challenging to achieve, uneven progress in math enrichment, and mixed outcomes in student behavioral outcomes like disciplinary referrals and social-emotional learning. To build on what is working and address gaps, we recommend the following steps:

- 1. Recalibrate program benchmarks and establish tiered goals.**

Many of the benchmarks adopted at the outset of the five-year program—such as 70 percent of regular program participants with chronic absenteeism improving attendance, or 80 percent of students showing social-emotional growth—proved ambitious in practice. Year Two results suggest that closer to 23 percent of regular participants with chronic absenteeism improve 10 percentage points, and just over half of regular participants may exhibit social-emotional gains. The program might consider using the Year One and Year Two data as baseline evidence to set more attainable goals paired with aspirational “reach” targets. Tiered goals provide staff with clear benchmarks while still encouraging long-term growth. They also align better with the needs of a high-needs student population where success outcomes may require multiple years of sustained support.

- 2. Leverage the success of Lexia and strengthen math supports.**

The most consistent Year Two gains emerged from the computer-based literacy component. Lexia’s structured-literacy approach moves students systematically from simpler concepts to more complex ones and allows educators to monitor mastery over time. Regular attenders logged hundreds of additional minutes on Lexia and gained roughly two extra months of reading growth compared with non-participants. To reinforce these gains, SPS should:

- **Establish Lexia incentives** – Recognize students who meet weekly or monthly Lexia minute thresholds and celebrate milestone achievements. Small prizes, certificates, or public recognition can motivate students to sustain engagement. Such an incentive program was in place in Year Two at Bemiss Elementary.
- **Support Dream Box use with targeted math incentives** – Dream Box Math combines adaptive technology and formative assessment to personalize instruction, yet Year Two results showed only modest gains. Providing incentives specific to Dream Box could encourage more consistent use. Coaching staff on how to integrate Dream Box into homework help sessions and offering quiet, tech-enabled spaces for math practice may also help.

Because reading proficiency is foundational to academic success, SPS should continue to prioritize Lexia while experimenting with ways to make math enrichment more engaging.

**3. Deepen family engagement and link participation to student outcomes.**

Family participation increased dramatically in Year Two: 700 unique adults attended at least one event, up from 118 in Year One. All sites offer family programming, and activities range from resource nights and literacy workshops to cultural celebrations. To maximize the potential impact of this engagement:

- **Track family participation at the student level** – Currently, the program counts adult participants through PowerSchool, but data linking adults to specific students were not available for this analysis. In coming years, the district might consider examining correlations between family engagement and student outcomes (e.g. attendance, behavior, Lexia/Dream Box growth).
- **Recognize and support engaged families** – Provide incentives such as certificates, school gear, or public acknowledgement for families who attend multiple events. Consider flexible scheduling (e.g., events at pick-up, virtual sessions) and translation services to reduce barriers.
- **Use family feedback to refine programming** – Solicit regular feedback through surveys or listening sessions to ensure that offerings meet families' needs and to co-design future workshops.

Building stronger data connections between family engagement and student outcomes will help justify continued investment in school-based activities and may reveal strategies for engaging harder-to-reach families.

**4. Align after-school programming with school-day initiatives and measure comparative impact.**

Attendance, behavior, and social-emotional results were mixed in Year Two. While regular attenders had the highest rate of satisfactory attendance (48 percent), only one in four students with prior chronic absenteeism achieved a ten-percentage-point improvement. Behavioral improvements among regular participants (e.g., reductions in minor or major referrals) were positive but similar to trends among non-participants, suggesting that broader school policies rather than program activities may be driving change. To clarify the program's contribution:

- **Coordinate closely with teachers and administrators** – Program administrators and staff might consider collaborating with classroom teachers to align homework help and enrichment clubs with current curricula and social-emotional priorities. For example, if the school is implementing a growth mindset curriculum, after-school staff can incorporate related strategies into enrichment time.

- **Target support to students with attendance or behavior concerns** – Use school-day attendance and discipline data to identify students who would benefit most from extended learning time and conduct direct outreach to those families. Design interventions—such as mentoring, goal-setting meetings with families, or specialized clubs—that address issues identified by school administrators.
- **Conduct comparative evaluations** – Where feasible, compare outcomes for students at 21CCLC schools with those at similar schools without the program. Such comparisons can help isolate the effect of extended learning opportunities and provide evidence to support or refine program strategies.

5. **Embed a continuous improvement cycle**

SPS and its partners should view the five-year grant as an iterative process rather than a static program. Establishing a continuous improvement cycle—where staff review participation and outcome data each quarter, test new strategies, and evaluate results—will help ensure that the program evolves in response to student needs. Much of this work started in the recent year with CIS-NEW coordinator working directly with site staff on program development. This work could be extended to reviewing site-based achievement toward program goals outlined here on a regular basis during the school year (as student data become available).

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By recalibrating goals, capitalizing on demonstrated strengths in literacy enrichment, deepening family partnerships, aligning with core school initiatives, and embracing continuous improvement, SPS’s Cohort 19 21CCLC program can build on its early successes and deliver even greater impact in the remaining years of the grant.

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## Appendix

# Spokane Public Schools 21<sup>st</sup> Century Cohort 19 Logic Model

Youth, Family, and Community Needs	Assumptions	Resources/Inputs	Outputs	Outcomes
<ul style="list-style-type: none"> <li>A significant barrier that has been identified by our students is a lack of belief that they can achieve. Exposure to opportunities and enhanced learning needed to build student confidence.</li> <li>The community has a desire for educational/non-educational enrichment programs for the youth to take place in school buildings.</li> <li>Struggling students need more academic support as despite there being intervention support in academic areas during the school day, the academic performance of their students still lags behind other schools within the district.</li> <li>Students cannot meet their academic potential without having their physical and mental health needs met, feeling safe, and seen.</li> </ul>	<ul style="list-style-type: none"> <li>Action and “doing” most important to student success – involvement and active engagement key to motivation.</li> <li>Community partners have vested interest in the success of students.</li> <li>Students will participate if programs are fun and memorable and they see progress.</li> <li>Students will participate if barriers i.e. transportation are removed.</li> <li>Positive adult role models positively impact youth development and engagement.</li> <li>Community organizations are committed to supporting families, not just students.</li> <li>Coordination and communication between in-school and after-school staff to ensure strong alignment and student support is critical to providing wholistic experiences for our students that build upon curriculum already being taught within their schools.</li> </ul>	<p><b>Spokane Public Schools:</b></p> <ul style="list-style-type: none"> <li>• Principals</li> <li>• Building leadership</li> <li>• Teachers</li> <li>• Paraprofessionals</li> <li>• 14 certified or classified staff</li> </ul> <p><b>Community Partners:</b></p> <ul style="list-style-type: none"> <li>• Gonzaga University</li> <li>• Spokane Public Library</li> <li>• WSU</li> <li>• Skyhawks</li> <li>• Spokane Transit Authority</li> <li>• WABS</li> </ul> <p><b>Communities in School:</b></p> <ul style="list-style-type: none"> <li>• Program Manager</li> <li>• Site coordinators</li> <li>• Volunteers</li> <li>• Leadership team</li> </ul> <p><b>Academic Assistance:</b></p> <ul style="list-style-type: none"> <li>• Really Great Reading</li> <li>• LETRS</li> <li>• Wit &amp; Wisdom</li> <li>• Lexia</li> <li>• Dreambox</li> <li>• Math Bridges</li> <li>• Small group work based on skill builders of Lexia</li> </ul> <p><b>Educational Enrichment:</b></p> <ul style="list-style-type: none"> <li>• STEAM (including robotics and tech activities)</li> <li>• Cooking Classes</li> <li>• Homework Club</li> <li>• Recreation</li> <li>• Multicultural Club</li> <li>• Art</li> <li>• Leadership</li> <li>• Reading Club</li> <li>• Gardening</li> </ul>	<ol style="list-style-type: none"> <li>1. Youth are more ready and prepared in Math, STEM, and ELA to progress to the next level with engagement and participation in 21<sup>st</sup> Century programming.</li> <li>2. Youth engage in multiple activities that aim to improve the well-being of themselves and their families academically, physically, and emotionally.</li> <li>3. CIS/SPS offers high-quality expanded learning opportunities that lead to positive behavior outcomes for participants and demonstrate an increase in SEL Skills (growth mindset, self-efficacy, grit, social awareness).</li> <li>4. CIS/SPS Improve program quality and improve implementation through intentional and active participation in the SEL PQA evaluation process including attending offered SEL PQA trainings.</li> </ol>	<p>1.1 10% increase of regular participants meeting standard in ELA and Math based on SBA results over the regular participants prior year SBA results.</p> <p>1.2 60% of regular participants with more than 6 months of regular Lexia use will meet or exceed the district average for months of growth for the students’ corresponding grade level in Lexia.</p> <p>1.3 60% of regular participants with more than 6 months of regular Dreambox use will meet or exceed the district average for months of growth for the students’ corresponding grade levels in Dreambox.</p> <p>1.4 65% of regular participants identified as multilingual students with assessment results the prior year will show progress toward English language proficiency by increasing their WIDA scores in at least one domain.</p> <p>2.1 100% of program sites offer family engagement opportunities.</p> <p>2.2 100% of program sites offer sibling care as needed.</p> <p>3.1 60% of regular participants with two or</p>

	<ul style="list-style-type: none"> <li>• Writing Club</li> <li>• Book Club/Book Studies</li> <li>• Structured play</li> </ul> <p><i>Social Emotional Learning:</i></p> <ul style="list-style-type: none"> <li>• PurposeFull People (Character Strong K-5)</li> <li>• Zones of Regulation</li> <li>• PBIS</li> <li>• Mentoring Programs</li> <li>• Mindfulness Practices</li> </ul> <p><i>Family Engagement:</i></p> <ul style="list-style-type: none"> <li>• Circle of Security</li> <li>• Literacy Night</li> <li>• Turkey Bingo</li> <li>• Book Fairs</li> <li>• Monthly Family Night (grade-level focused)</li> <li>• Donuts with Grownups</li> <li>• Fam Jam</li> <li>• Resource Fair</li> <li>• Multicultural Nights</li> <li>• Family Meal Night</li> <li>• Family Physical Activities</li> <li>• Garden and Nutrition/Food Classes</li> <li>• Family STEM Night</li> <li>• Family Dance</li> <li>• Family BINGO Night and Book Fair/Milk &amp; Cookies Night</li> <li>• Essential Skills Employment (ZoNE Partnership)</li> <li>• Mobile Market</li> <li>• ESL/GED Literacy</li> <li>• Walking School Bus</li> <li>• Spring Carnival</li> <li>• Holidays around the World</li> <li>• Coffees with the Counselors</li> </ul>		<p>more major or minor incidents during the previous school year will demonstrate a decrease in adverse behaviors as measured by a reduction in major and minor incidents logged in PowerSchool.</p> <p>3.2 70% of students who are exhibiting chronic absenteeism (attendance that falls below 90%) the previous year will increase their attendance rate by 10% of the student's previous year's attendance rate.</p> <p>3.3 At least 80% of regular attendees with previous year results will demonstrate increased SEL self-perception in one or more constructs from fall to spring as measured by the SPS Qualtrics student attribute survey.</p> <p>4.1 100% of site teams will complete two external and one internal YPQA or SAPQA program assessments annually.</p> <p>4.2 100% of site teams will improve in areas that have scored three and lower and maintain areas that scored four and higher from the winter external assessment to the summer external assessment.</p> <p>4.3 Maintain the level of contributions (direct or in-kind) with originally identified partner(s).</p>
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