

Northeast Spokane 21st Century Community Learning Center – Cohort 17 2024-25 Annual Report – Executive Summary



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November 2025

This executive summary presents key findings from the **Year Five local evaluation** of The ZONE’s 21st Century Community Learning Center (21CCLC) initiative in Northeast Spokane. The ZONE is a collective impact partnership based at the Northeast Community Center that works to build opportunity through coordinated supports in education, housing stability, health, and employment. The ZONE contracted with Urbanova to conduct a local evaluation of 21CCLC extended learning programming at Garry Middle School, Shaw Middle School, Lidgerwood Elementary, and Logan Elementary. The final report includes student learning, social-emotional development, and family engagement outcomes in the 2024–25 school year and covers student outcomes over the full five-year grant period. The evaluation findings from this final report and previous reports highlight where the program has had the greatest impact and where future investment in high-dosage, family-centered extended learning can further strengthen opportunities for youth and families in Northeast Spokane.

Student Participation

In Year Five, 21CCLC programming reached **392 students** across the four schools. A key shift over the life of the grant was the growing share of students who became “regular” participants (30+ days per year). By 2024–25, 42% of enrolled students met this benchmark, a substantial increase compared to Year 4 (2023–24) with 18% regular student participants and Year 3 (2022–23) with 8% of regular participants. These increases are a positive sign in program growth and improvement keeping more young people engaged over a longer portion of the school year.

Finally, we report on outcomes beyond Year Five, by including a longitudinal cohort of **786 students** that participated in the program for one to four years. The outcomes of interest are evaluated both within a single year and across multiple years to demonstrate how increased exposure to extended learning relates to academic and social-emotional outcomes.

Family Engagement

Family participation also expanded in the final year of the grant. In 2024–25, **342 parents and caregivers** took part in at least one 21CCLC-sponsored activity, with the highest levels of involvement in school-based celebrations (such as recognition events and movie nights) and direct support services, including rental, utility, and food assistance. Sites supplemented these core offerings with literacy-focused events, resource fairs, and targeted supports like the Washington Family Tax Credit outreach event, which helped families access critical financial benefits. Together, these trends show that the 21CCLC program increasingly functioned as a two-generation support model that connected families to schools and community resources.

Academic Outcomes

As outlined in OSPI's 21CCLC program guidance, this initiative is first and foremost an academic support program, designed to provide students in high-poverty schools with extended learning time and targeted help to meet grade-level standards. Within that context, standardized testing results over the grant period show a consistent pattern: *students with higher levels of 21CCLC participation are more likely to meet or exceed standards in English Language Arts (ELA) and Math than their peers with limited or no exposure.* In Year Five:

- About 32% of regular participants (30+ days) met English Language Arts (ELA) standards, which was 4 to 5 percentage points higher than both occasional participants and non-participants.
- About 25% of regular participants met or exceeded Math standards, a rate 5 to 10 percentage points higher than students with fewer days of participation.

The longitudinal analysis reinforces this dosage effect across multiple years of involvement. Among students who participated in 21CCLC for three to four years:

- Nearly one in three (31%) met ELA standards, compared to 24% of students with only one or two years of involvement.
- In Math, 21% of high multi-year participants met standard, versus 18% of students with two years and 15% of those with a single year of participation.

While many students in Northeast Spokane still face significant barriers to reaching proficiency, these findings indicate that sustained engagement in extended learning is associated with stronger academic performance in core subjects that are central to 21CCLC's mission.

Social-Emotional Learning & School Connection

Supporting students' social and emotional development has been a central focus of The ZONE's 21CCLC work throughout the grant period. Across Years 2 through 5, Panorama SEL assessments show a consistent pattern: students with higher levels of participation were more likely to improve in key constructs such as self-management, self-efficacy, growth mindset, and social awareness. In several years, the program met or approached its goal of at least half of regular participants improving in one or more SEL domains, particularly in student-centered areas like self-management and self-efficacy. In Year Five:

- Regular participants (30+ days) had the highest SEL improvement rates, with about 40 to 47 percent improving in at least one core domain between fall and spring.
- In the longitudinal analysis, students with three to four years of 21CCLC involvement showed average SEL score gains in multiple domains, while those with only one year of participation showed little or no average improvement.

Other indicators of school connection tell a similar story. Using Spokane Public Schools' attendance categories, the evaluation found that regular participants were less likely to enter Year Five with moderate or severe chronic absenteeism:

- 13% of regular participants
- 19% of occasional participants (1–29 days)
- 32% of nonparticipants during the same period

The regular participants in Year Five were also more likely to improve their attendance to 90 percent or higher by the end of the year. (44% compared to 36% occasional and 27% non-participants). Multi-year participants (three to four years) also maintained average attendance rates in the 90 to 92 percent range in the final two program years, compared to slightly lower but still strong averages among students with one or two years of participation.

Finally, discipline data add another dimension to this picture of school connection. Across the longitudinal cohort, students with three to four years of 21CCLC participation had the lowest overall rates of both major and minor disciplinary incidents in the final year, with an average of 0.30 major referrals and 2.5 minor referrals per student. By comparison, students with one to two years of participation averaged 0.57 major referrals and 2.9 minor referrals per student. This pattern suggests that sustained, multi-year participation in 21CCLC programming may help reduce behavior concerns over time by strengthening students’ connections to school and supportive adults.

Program Conclusions and Recommendations

Taken together, the Year Five findings and multi-year results point to three central conclusions about the impact and future potential of The ZONE’s 21CCLC initiative:

■ Sustained participation supports stronger academic and SEL outcomes

Across the grant, students who participated more consistently in 21CCLC programming were more likely to meet SBAC standards in ELA and Math and to show gains in key SEL areas such as self-management and self-efficacy. These patterns were most evident among regular (30+ day) and multi-year participants, indicating that extended learning time has the greatest impact when students are engaged often and over multiple years.

■ Family engagement scaled meaningfully and functioned as a lever for student success

Year Five saw substantial growth in parent and caregiver participation, particularly in events that combined celebration with concrete supports like rental, utility, food, and tax-credit assistance. This family-centered approach strengthened connections between home and school and aligned with 21CCLC expectations that programs support both student learning and meaningful family engagement.

■ The initiative stabilized into a durable, community-anchored extended learning model

By the end of the grant, The ZONE and its partners had established a stable extended learning infrastructure with integrated data systems, strong school partnerships, and rising regular participation rates. Together with evidence of academic, SEL, attendance, and discipline benefits for high-participation students, these structures position the community to sustain and build on the gains achieved in Northeast Spokane.

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