

# Nita M. Lowey 21st Century Community Learning Centers Oregon State Evaluation Report 2020-21



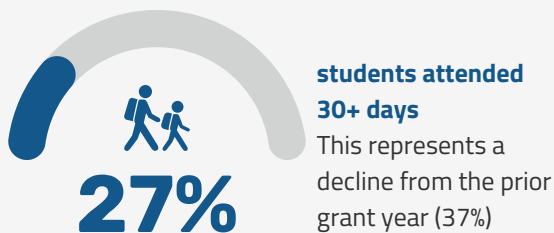
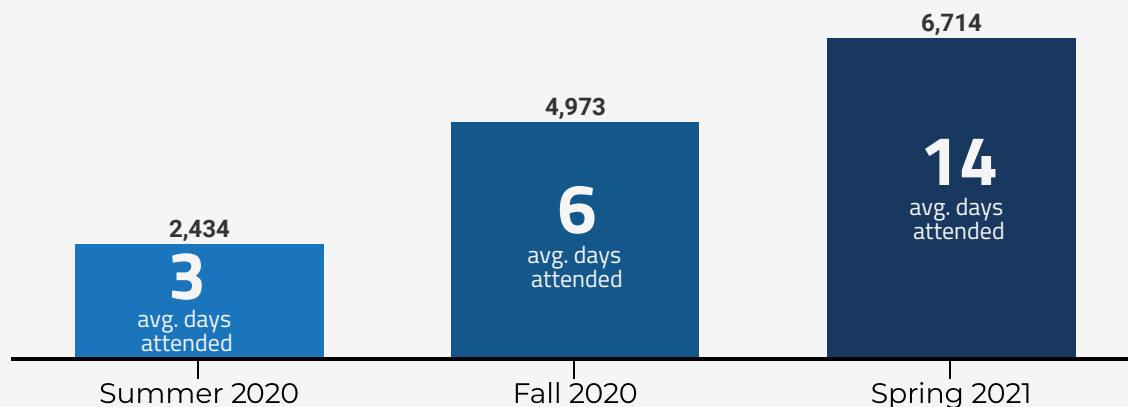
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# 21st CCLC met the moment by providing vital support to students and families in Oregon!

The 21st Century Community Learning Center (CCLC) Grant is a federally funded program supporting out-of-school-time community learning centers that operate primarily on school campuses statewide. Targeting students who attend high-poverty schools, these programs help students meet core standards in academic subjects such as language arts and math while also offering a broad array of youth development and enrichment opportunities.

Unfortunately, the COVID-19 pandemic continued to have significant impacts on participation and programming during the 2020-21 grant year. Despite challenges, programs across the state met the moment by finding new ways to engage youth, addressing the emotional and physical safety needs of students and staff, and building connections with families.

**A total of 9,838 students attended 21st CCLC programs during summer 2020 and the 2020-21 school year.**



## 2020-21 Grant Year



**25 Grantees**

No change from 19-20



**92 Centers**

8 less than 19-20



**9,838 Students Served**

48% decrease



**6,136 Family Members Served**

54% decrease

## ON AVERAGE, 94 STUDENTS WERE SERVED BY EACH 21st CCLC

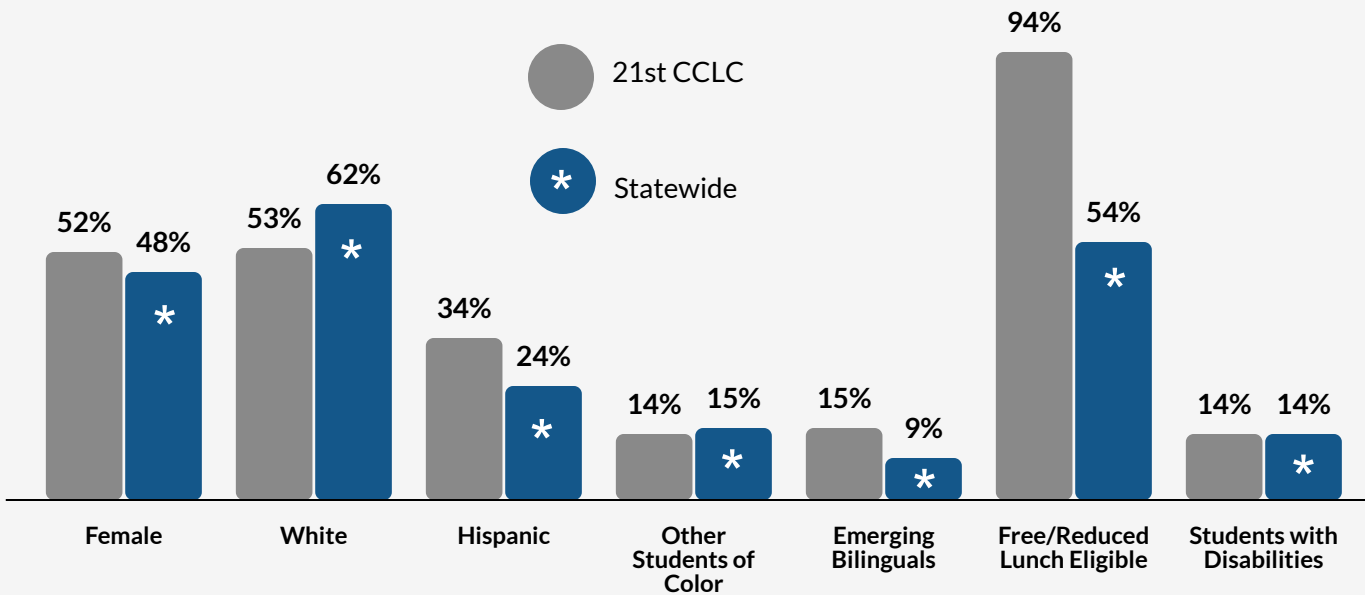
This is a 45% drop compared to last year (205 average served).

28% of centers met their attendance targets for total students served (68% of centers met targets last year)

15% of centers met their regular (30+ days) attendance targets (43% of centers met targets last year)

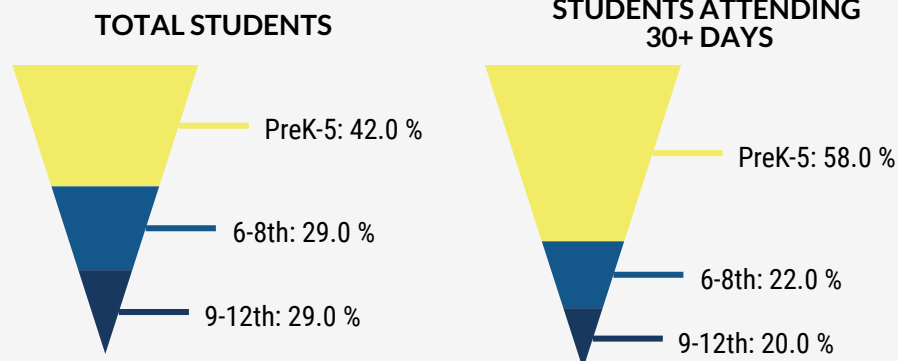
# Consistent with the grant, Oregon 21st CCLC programs serve students that are more economically disadvantaged than the statewide student population.

21st CCLC participating students are mostly White which is consistent with statewide demographics. That said, the overall percentage of White students is lower (53% vs 62%) and significantly higher for Hispanics (34% vs 24%). Furthermore, the majority are eligible for free/reduced lunch which is to be expected given that this grant targets low-income students. Compared to statewide statistics, there is also a higher percentage of emerging bilingual students in 21st CCLC programming.



Elementary (grades PreK-5) make up the majority of regular attendees (>30 days). However, among all attendees, secondary students (grades 6-12) constitute the majority (58%).

**34** Average # of Total Days Attended



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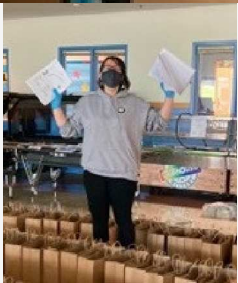
Gresham Barlow

## 21st CCLC programs offered a diverse range of academic enrichment and youth development opportunities aligned to grant goals.

While the coronavirus pandemic continued to impact communities, 21st CCLC met the moment by offering students a safe and supportive environment with a broad range of programming, including activities focused on academic skills and schoolwork habits, as well as other critical youth assets and socio-emotional skills. Other common enrichment activities revolved around STEM, arts & music, recreation/physical activity, health & nutrition, service learning and civic engagement, youth leadership, and family involvement. As shown in the table below, examination of program offerings show that there is a dual focus on academic enrichment and youth development. Thus, overall programs are doing well in providing diverse and complementary activities for a well-rounded experience among program participants.

Activity Category	% of Centers Offering	2020-21 Percent	2019-20 Percent
STEM	81.6%	30.0%	18.1%
Arts & Music	78.6%	18.9%	17.2%
Physical Activity	64.3%	9.3%	14.6%
Literacy	59.2%	10.4%	13.7%
Homework Help	35.7%	6.5%	6.4%
Tutoring	32.7%	4.0%	4.1%
Community / Service Learning	32.7%	5.0%	13.5%
Youth Leadership	29.6%	4.2%	3.8%
Mentoring	25.5%	4.2%	5.2%
College & Career Readiness	22.4%	3.3%	3.7%
ELL Supports	17.3%	1.4%	2.1%
Counseling Programs	16.3%	1.1%	1.1%
Violence Prevention	4.1%	0.9%	0.5%
Drug Prevention	4.1%	0.3%	0.3%
Truancy Prevention	1.0%	0.1%	0.5%
Entrepreneurship	1.0%	0.1%	0.2%

The most frequent activities offered during the school year were: STEM-related activities, arts and music, physical fitness, and literacy. This is consistent with the prior year distribution.



# 59

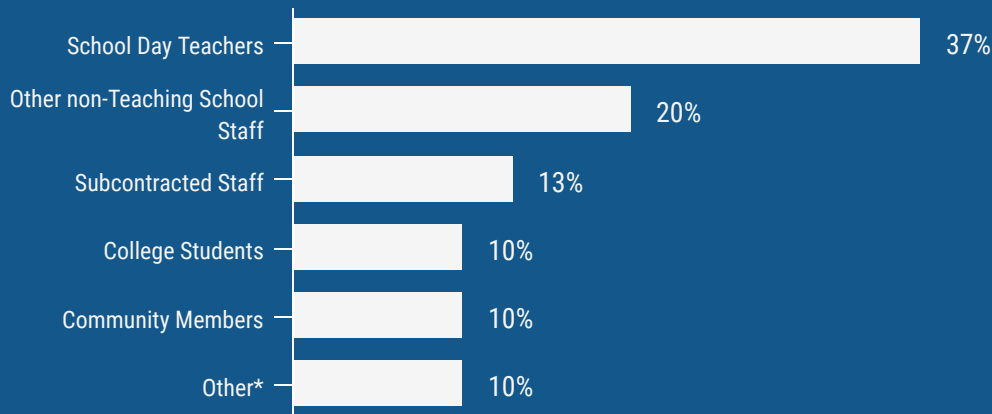
centers (64%) offered parent or family programming; this represents an increase as compared to last year (56% offered). Types of activities offered included:

- 89% promotion of parental involvement
- 6% promotion of family literacy
- 5% other



# While several centers were unable to offer programming in Fall 2020, eighty-nine 21st CCLC centers were able to offer in-person programming in Spring 2021 following local COVID-19 mitigation protocols.

21st CCLC programs were operated by 1,025 staff members which is a significant decline from the prior year (n=1,925). Anecdotal information obtained from program administrators revealed that hiring and retaining staff was a major challenge in 2020-21 due to health concerns, lack of childcare, and part-time hours.



\*High school students, parents, administrators, not specified



Gresham Barlow Staff



staff paid (8% volunteered)

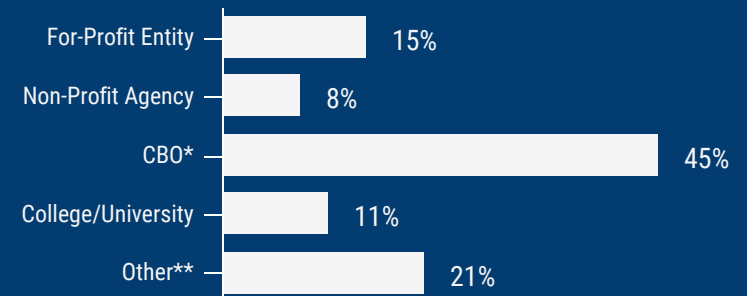
## PARTNERSHIPS *provide grantees with connections to the community and additional resources that may not be available to the program otherwise.*

245 partners were reported with an average of 9 partners per grantee. This represents a decline as compared to the prior year (n=359) and is likely due to social distancing measures which limited the number of in-person partners that could provide programming.

**62%**  
made in-kind contributions



**64%**  
provided programming or activity-related support

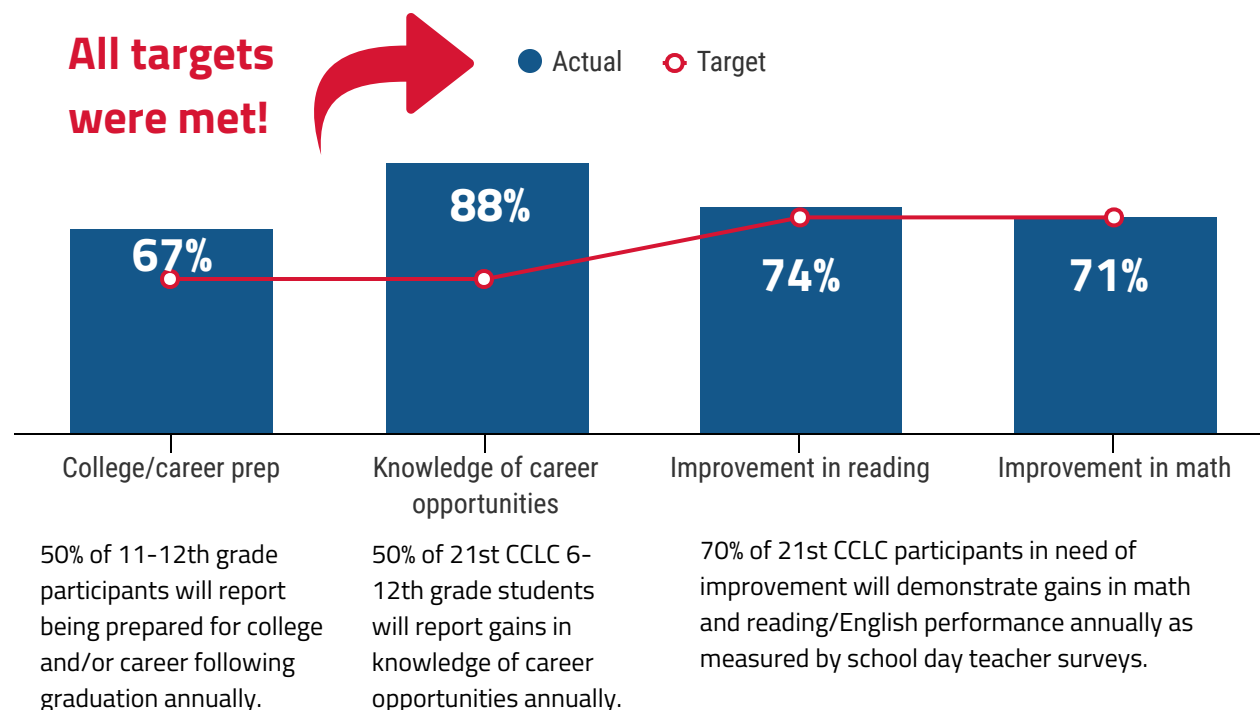


\*Community-Based Organization

\*\*Faith-based, government, health-based, not specified

# 21st CCLC programs continue to make positive impacts on students and their families!

**GOAL 1:** 21st CCLC Programs will provide opportunities for academic enrichment to help students meet State and local student performance standards in core academic subjects including reading/language arts, math and science.



**DATA NOTE**

It is important to consider that statewide there were significantly less surveys collected due to COVID, especially student and caregiver surveys. Furthermore, several objectives were not applicable or measurable given COVID-19 related restrictions; 12 objectives were not measured in 2020-21. As a result, comparisons to the prior grant year (2019-20) are not generally included.

**STUDENT VOICES**

*"Getting all of my work finished this year is crucial in me graduating and the after school program has helped me exponentially."*

*"They help me with schoolwork I've had hard time with. They are really nice and supportive! The staff ask me if I need any help often. They try to make learning fun!"*

*"I think they are great at supporting and motivating me and the kids to do well in school."*

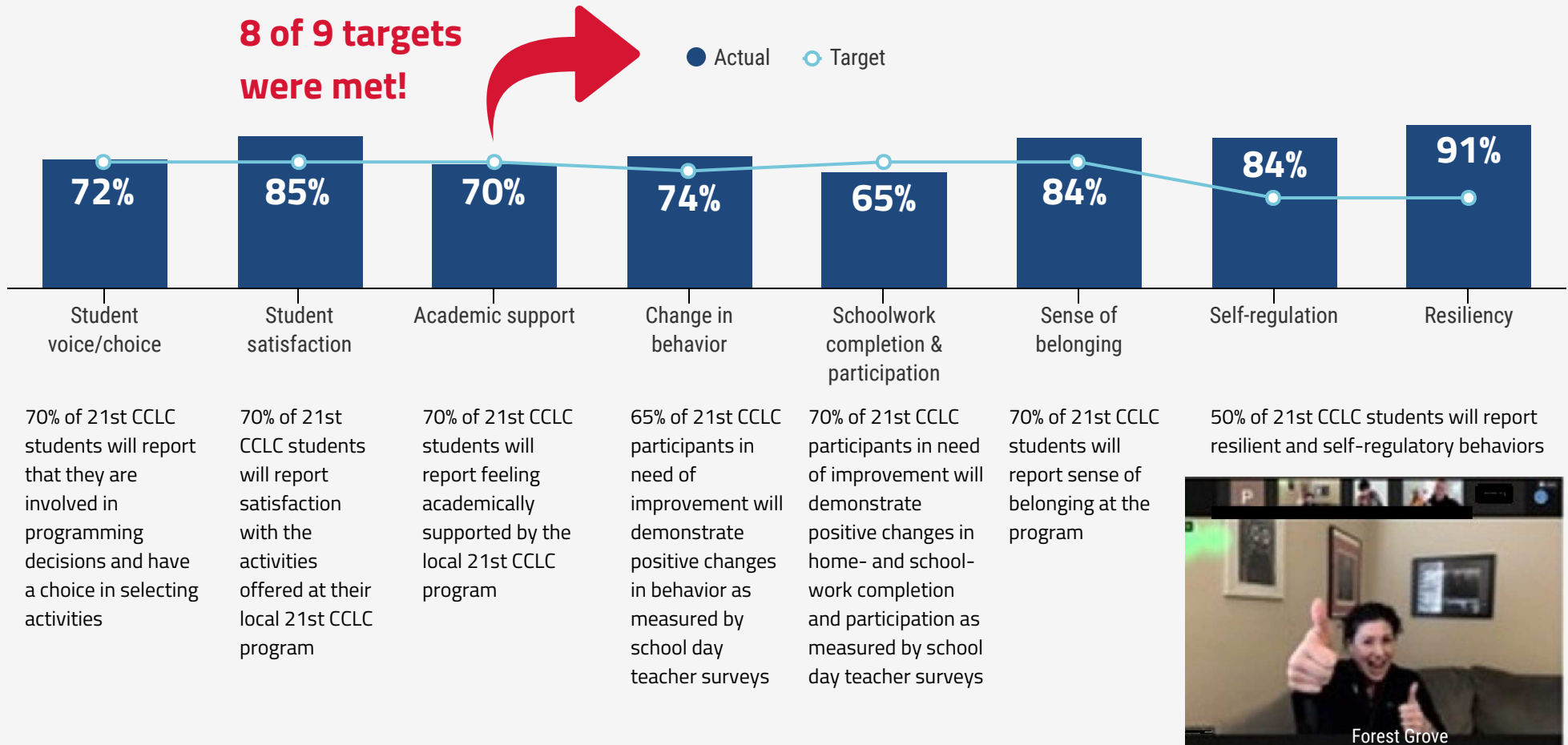
*"They help me to understand my homework and to improve my English."*

**69%** **students agreed** the academic work done in the after school program helps them understand what they are learning in school.

**72%** **students agreed** the afterschool program has helped me with academic performance (e.g., grades and tests in school).

**91%** **parents are satisfied** with the academic support and activities provided by 21st CCLC programs

**GOAL 2:** 21st CCLC Programs will provide a broad array of programming to promote positive youth development, and to reinforce and complement the regular academic program of participating students.



**21st CCLC students felt their program has helped them in multiple areas, including interpersonal skills, problem solving skills, and well-being.**

**% STUDENT AGREEMENT**

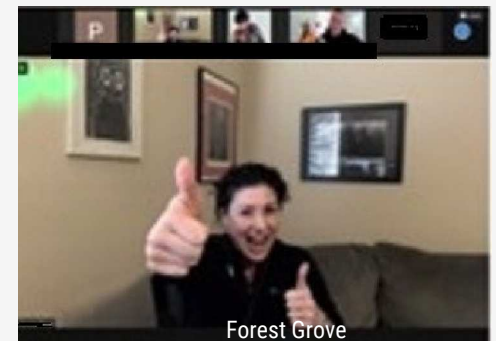
- 81% handling problems
- 83% getting along with others
- 84% feeling good about themselves

"[Favorite thing about the program?] Being really nice to the kids here at the club and helping us with activities and making sure we are all safe."

"They just help with getting to do things that I rarely got to do or never got to do."

"[21st CCLC] Provided students with food, wifi hotspots, electronic devices, and help when needed. Even though the club events had to be rescheduled and stopped most of the time, it was still great to be part of clubs and meeting people."

"Thank you for all the [21st CCLC] people helping and working with students. You might not know how much your kind words actually help."



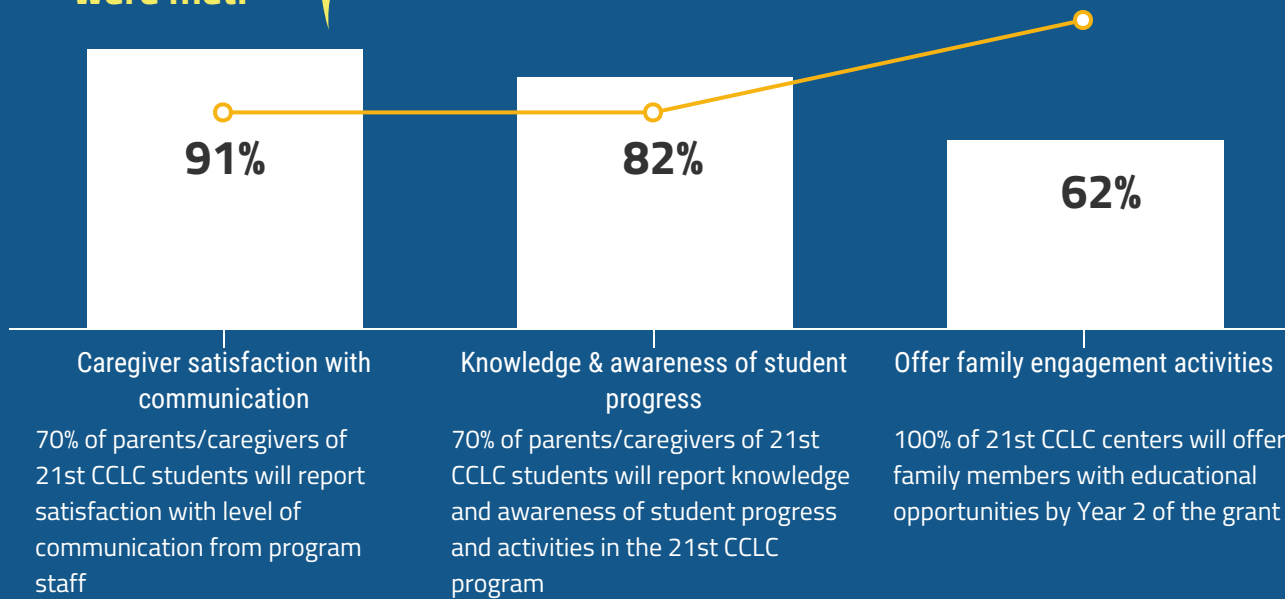


**GOAL 3:** 21st CCLC Programs will provide families of students served by the centers with opportunities for active and meaningful engagement in their children’s education, including literacy and related educational development.

**2 of 3 targets were met!**



● Actual ● Target



**85%** **caregivers agreed** they have opportunities to provide feedback and input to the after school program



**84%** **caregivers satisfied** with staff check-ins to discuss child's needs



**86%** **caregivers satisfied** with information shared on resources available in the community



**91%** **caregivers satisfied** with family programming/activities



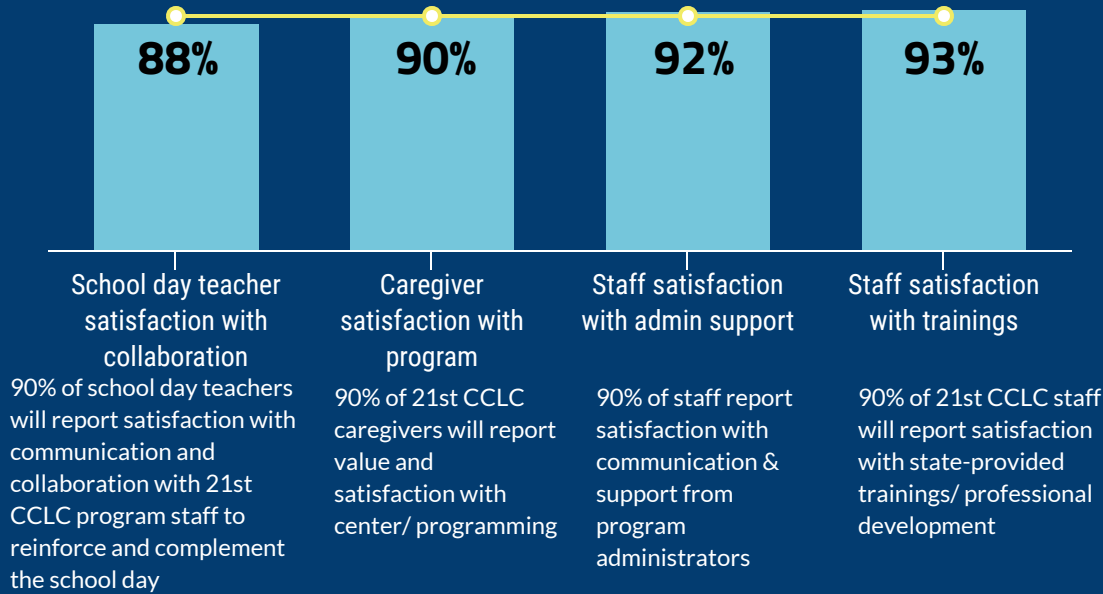
- "We appreciate what you guys are doing to keep our children active and are able to enjoy the fun activities and support you guys provide!!"
- "The ability to have social interaction with peers during a global pandemic is the most positive result this year! Our children needed this and the club stepped in and saved the year! They turned our year around and I couldn't be more appreciative of that."
- "I appreciate the time and effort afforded to provide the club opportunities to our kids I know it is no small task, whether it be in person or distance." -
- "The Gecko-Club team is excellent in every way! They are creative, supportive, organized, friendly and a very important part of our family and community!"



## GOAL 6: 21st CCLC Programs will meet key elements of high-quality programs and operations.

Because of program closures, many of the objectives measured under Goal 4 could not be measured. However, among the four objectives that were measured via surveys, three were met. Overall there is a high level of satisfaction among school day partners, caregivers, and staff on various components of 21st CCLC.

**3 of 4 targets met!** ● Actual ● Target

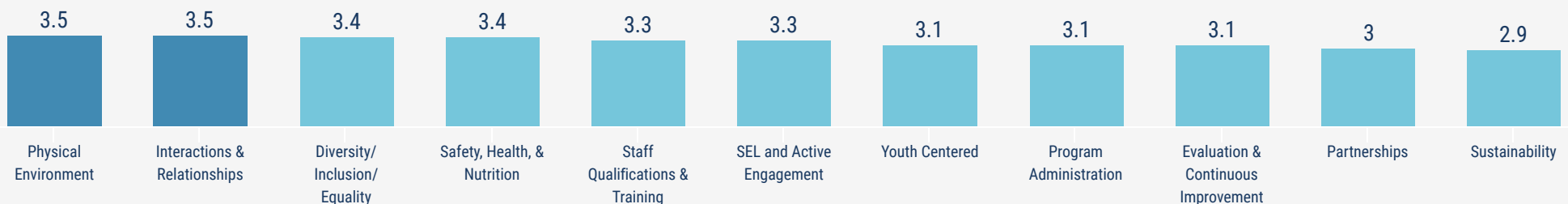


Three Rivers



David Douglas

A Program Reflection Tool is completed by grantees annually to measure progress towards quality programming. Grantees rate their programs on a scale of 1 (does not meet expectations) -4 (exceeds expectations) on various indicators aligned to Oregon's 21st CCLC Eleven Elements of Quality shown here. With the exception of Sustainability, the fact that the average rating for the elements reached the "Meets Expectations" level (3 and above) indicates that overall, grantees feel they are implementing high quality programs across multiple indicators.





# Program Spotlight: Corvallis

The Corvallis 21st CCLC program is a community-based program, run by Boys and Girls Club of Corvallis in partnership with the Corvallis School District. The Lincoln Lions Club is one of three centers funded under the grant. Lions Club works closely with the district, school teachers and staff to meet the learning and behavioral needs of students in the program. Lions Club activities and learning goals are structured around State academic standards, and students are exposed to a wide variety of enriching opportunities; activities include the use of technology, building and crafting to problem solve, reading and writing workshop exercises and explorations in music and art.

As an example of the critical remote learning supports offered by 21st CCLC programs during the 2020-21 school year, the following is a student success story shared by the Corvallis 21st CCLC Program Director [based on a 5th grader who has been attending Lions Club since kindergarten].



"A key component of our 2020-21 virtual program was our weekly activity kits that provided students and their families with academic and enrichment materials and instructions. The included activities gave students the opportunity to use their fine motor skills, cognitive thinking, problem solving and most importantly, a chance for social emotional learning. It was also during this time that his school provided an iPad where he not only connected with his school day teacher but with our virtual Lions Club through a software called SeeSaw.

The expression on his face when he received his first activity kit was so exciting. He was so happy to be given the chance to participate in a virtual Lions club. One of the first things the student was able to do with the first kit was make on-the-go-snacks. The weekly activities supported him in so many ways - he was able to connect with his peers during our weekly check in via zoom where he shared his finished activities with his peers and was given the chance to speak about his finished projects. One of his favorite things to do during his free time was draw. His face would glow during our weekly zoom meetings. He loved to share his drawings with everyone.

During the 2020-2021 school year, the Boys and Girls Club supported all day emergency child care, which this 5th grader attended. We were able to connect with him every day and personally hand him his activity kits. Many of the activities he participated in supported his math and reading skills. He was able to follow our printed instructions and excel in his reading and writing skills. He was able to express his feelings during our Wednesday SEL activities.

After weekly check-ins with mom and the data collected from his online participation, we learned that the kits helped the student with his online distance learning and connect with his school day teacher. Our 21st CCLC program helped and encouraged him to step out of his comfort zone and really jump in by completing the activities in the kit. He colored, counted, measured and most importantly interacted with staff and his peers. One of his favorite activities to do from the kit was the Friday food activities. This activity supported him and his family to spend time together and make homemade meals together. Our virtual program this past year played such a vital role for him and his family. Without the activity kits, he would not have had the chance to build online friendships and continue his progress with online distance learning. He is now in the 6th grade. We are glad to know that our virtual afterschool program helped him to progress in his academics and continue to make friendships."

# Next Steps

The coronavirus pandemic spurred an unprecedented upheaval of K-12 education in the United States that continued into the 2020-21 school year. In response to the devastating impact on Oregon students and their families, 21st CCLC met the moment by playing an important role in communities' response to the pandemic and recovery. It is clear that Oregon's 21st CCLC program administrators and staff mobilized in an extraordinary manner to ensure all youth have access to tangible and intangible supports, including learning and social engagement opportunities they need to emerge from this crisis resilient and strong. The following recommendations are focused on how we can better prepare and equip grantees with the tools they need to deliver high quality programming during these unprecedented times to help youth re-engage, re-connect, and thrive.



## Addressing Unfinished Learning

Out of school programs offer significant opportunities to promote and accelerate student learning. The ODE has released recent guidance on how to foster growth in not only academics but also health and well-being: Ready Schools Safe Learners Guide and Summer Learning Best Practice Guide. Grantees are strongly encouraged to review and follow the best practices outlined in order to “cultivate joy, connection, and curiosity” along with academic enrichment through well-rounded 21st CCLC programs.



## Connecting with Youth & Families

As a result of the pandemic, there has been a plethora of resources and trainings released to help after school professionals meet the social emotional learning (SEL) needs of youth and families, and to make them feel connected to their peers and community, which is essential to fully prepare young people for future success. It is important to be careful when exploring SEL programs/curricula and ensure that they are evidence-based. There are also numerous resources available to help guide grantees in their selections, including but not limited to: What Works Clearinghouse, CASEL, and guides from Regional Educational Laboratories on evidence-based practice selections.



## Supporting Staff (Self-Care)

To be at our best, we need to make sure we are taking care of ourselves too. Encouraging 21st CCLC staff for self-care should be routine and continuously promoted by the state and within grantee organizations (e.g., during all program director meetings there are wellness check-ins). A few tips are noted below:

- Foster good habits such as a) encourage people to log off and shut down, b) have walking meetings, and c) make ergonomics a priority.
- Promote a healthier use of time such as a) build pauses into the workday, b) set communication time boundaries, and c) allow for flexibility around and during the workday.
- Offer opportunities to practice mindfulness.
- Offer stress and time management courses.



## Hiring & Retaining Staff

One of the most often cited challenges shared by program administrators was the inability to hire and retain staff as they re-opened to in-person programming. Offering opportunities for grantees to share successful and unsuccessful strategies, reaching out to other states or partner organizations that work in out of school programming, and seeking recommendations from local and state departments of labor can help provide potential solutions to this important barrier.



## Sustaining Connections

It is important to guide grantees on how to foster successful and positive communication with external stakeholders such as parents, school-day personnel, and other community agencies. These partnerships help sustain programs by offering external sources of funding, shared resources (e.g., facilities), and personnel. When information, resources and tools are shared across contexts, it creates a complementary learning environment that supports the development of students. Providing explicit strategies and identifying exemplar grantees who have been effective communicators with parents and community members, and school day partners to share their processes would be positive steps towards promoting sustainability.