

Nita M. Lowey 21st Century Community Learning Centers Oregon State Evaluation Report 2021-22



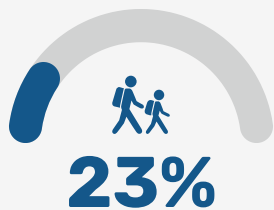
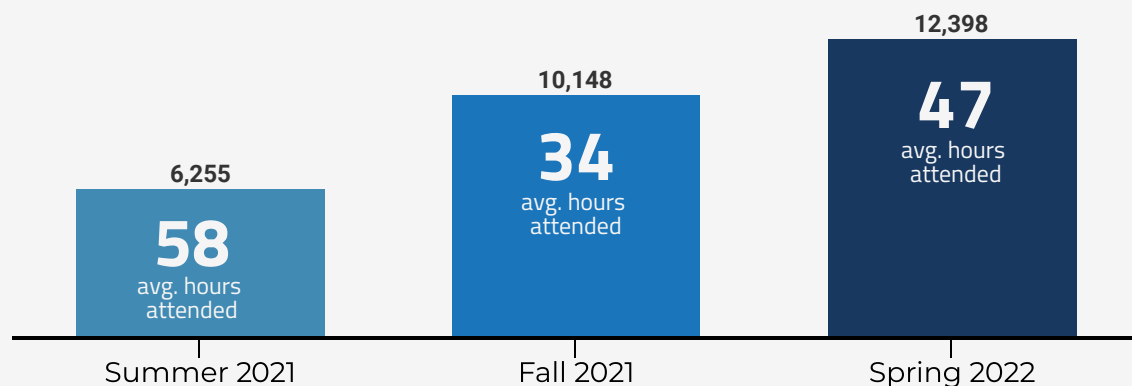
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21st CCLC met the moment by providing vital support to students and families in Oregon!

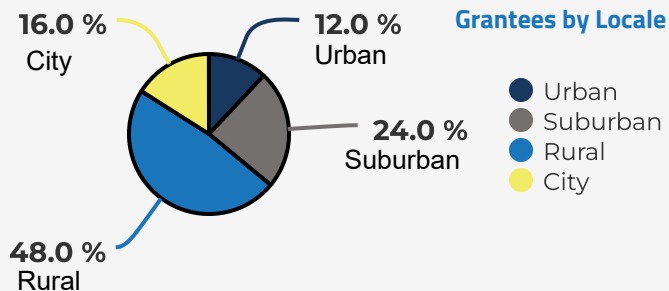
The 21st Century Community Learning Center (CCLC) Grant is a federally funded program supporting out-of-school-time community learning centers that operate primarily on school campuses statewide. Targeting students who attend high-poverty schools, these programs help students meet core standards in academic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

Research indicates that well-designed afterschool programs can positively impact academic performance, reduce misbehaviors, promote physical health, and provide a safe, structured environment for the children of working parents. Given the no-cost nature of 21st CCLC, this grant helps ensure that all children have access to quality after school activities and the experiences and benefits that come with them.

A total of 19,366 students attended 21st CCLC programs during summer 2021 and the 2021-22 school year.



of students attended their program regularly (90 or more hours)



2021-22 Grant Year



25 Grantees

No change from 20-21



97 Centers

5 more than 20-21



19,366 Students Served

96% increase



3,721 Family Members Served

39% decrease

ON AVERAGE, 158 STUDENTS WERE SERVED BY A 21st CCL CENTER

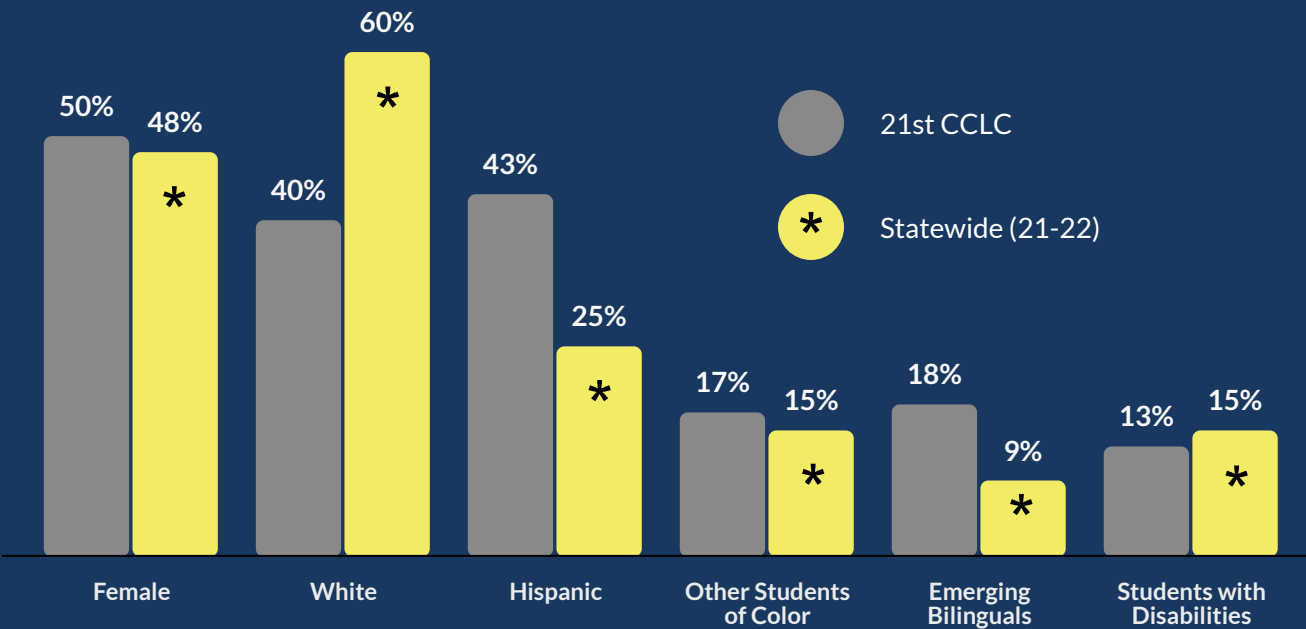
This is a 68% increase compared to last year (94 average served).

47% of centers met their attendance targets for total students served (28% of centers met targets last year)

19% of centers met their regular (90+hours) attendance targets (15% of centers met targets last year)

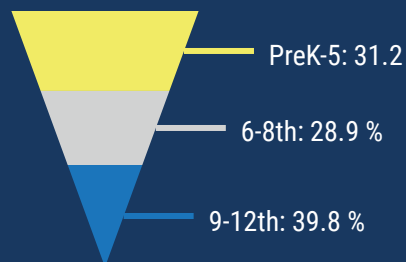
Oregon 21st CCLC programs serve a more diverse student population than statewide averages.

21st CCLC participating students are mostly Hispanic and White which is consistent with statewide demographics. That said, the overall percentage of White students is lower (40% vs 60%) and significantly higher for Hispanics (43% vs 25%). Compared to statewide statistics, there is also a higher percentage of emerging bilingual students in 21st CCLC programming. In contrast, 21st CCLC programs are also serving a smaller proportion of students with disabilities.

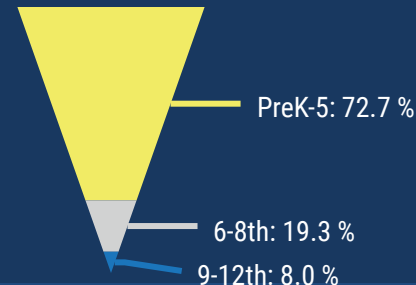


Elementary (grades PreK-5) make up the majority of regular attendees (>90 hours). However, among all attendees, secondary students (grades 6-12) constitute the majority (68%).

TOTAL STUDENTS



STUDENTS ATTENDING 90+ HOURS



320 Average # Hours of Programming Offered in SY



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

The following table shows the distribution of activity categories for the 21-22 and 20-21 grant years. The federal activity categories changed for the 2021-22 grant year; therefore, prior year's results are not directly comparable. However, similar categories do appear on both lists and general patterns can be observed.

Activity Category	2021-22 % of Centers Offering	OLD Activity Category	2020-21 % of Centers Offering
Well-rounded Education Activities	92.7%	STEM	81.6%
STEM	88.5%	Arts & Music	78.6%
Healthy and Active Lifestyle	86.5%	Physical Activity	64.3%
Academic Support	77.1%	Literacy	59.2%
Literacy Education	55.2%	Homework Help	35.7%
Academic Enrichment	52.1%	Tutoring	32.7%
Career Competencies and Career Readiness	33.3%	Community / Service Learning	32.7%
Drug and Violence Prevention and Counseling	15.6%	Youth Leadership	29.6%
Activities for English Learners	10.4%	Mentoring	25.5%
Cultural Programs	9.4%	College & Career Readiness	22.4%
Telecommunications and Technology Education	3.1%	ELL Supports	17.3%
Assistance to Students who have been Truant, Suspended, or Expelled	2.1%	Counseling Programs	16.3%
Violence Prevention	4.1%	Violence Prevention	4.1%
		Drug Prevention	4.1%
		Truancy Prevention	1%
		Entrepreneurship	1%

The most frequent activities offered during the school year were:

- Healthy and Active Lifestyle (Physical Activity)
- Well Rounded Education Activities (Arts & Music)
- STEM
- Academic Support (Homework Help)
- Literacy Education



53

centers (62%) offered parent or family programming; this is a small decrease compared to last year (64% offered).

Types of activities offered included:

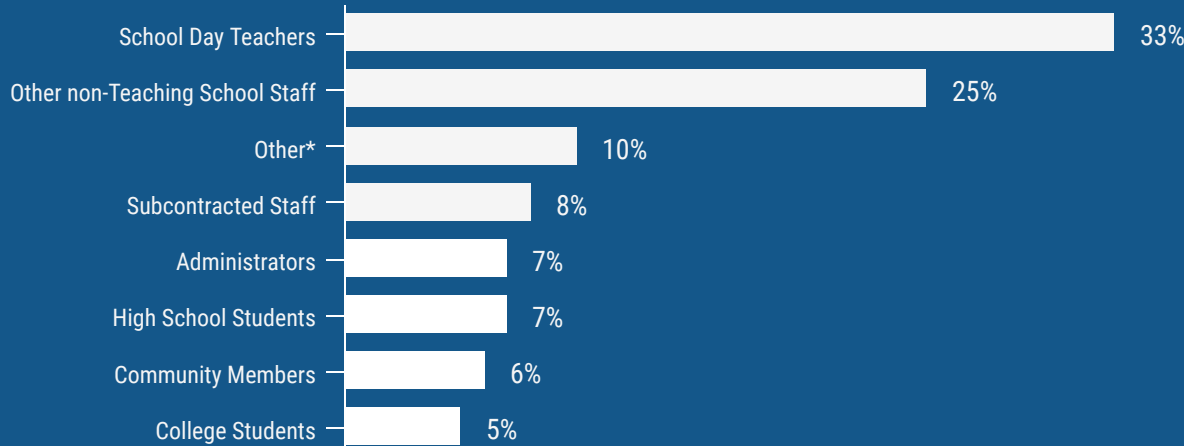
- 90% promotion of parental involvement
- 3% promotion of family literacy
- 7% other (not specified)



For the 2021-2022 grant year, ninety-seven 21st CCLC centers offered in-person programming.

During the school year, on average, centers were typically open for 11 hours per week and approximately 3 hours daily for approximately 4-5 days per week (primarily after school).

21st CCLC programs were operated by 2,110 staff members (average of 21 per center), which is a significant increase from the prior year (n=1,025).



*Parents, not specified



of staff are paid
(9% volunteered)

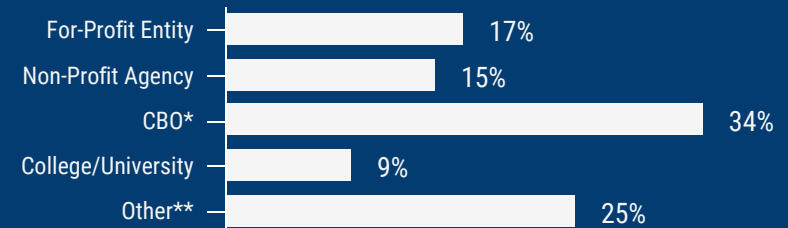
PARTNERSHIPS provide grantees with connections to the community and additional resources that may not be available to the program otherwise.

319 partners were reported with an average of 13 partners per grantee. This represents an increase as compared to the prior year (n=245). Community-based organizations and for-profit entities have made up the majority of program partnerships during all 4 program years.

62%
made in-kind
contributions



81%
provided programming or
activity-related support



*Community-Based Organization

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

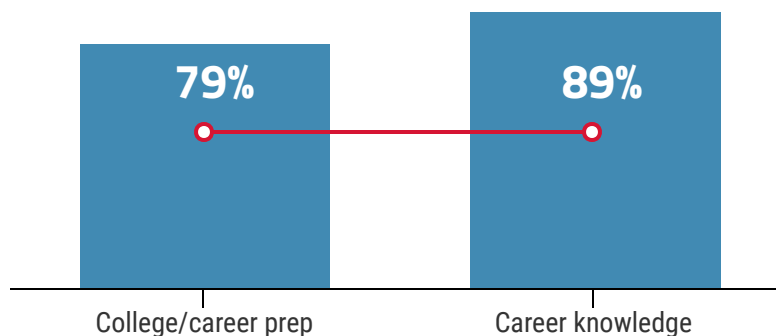
21st CCLC programs continue to make positive impacts on students and their families!

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.

2 of 2 targets were met!



● Actual ○ Target



DATA NOTE

Academic and other school-related data was not available for the 21-22 school year from the Oregon Dept. of Education to evaluate State Objectives 1b (student graduation rates) and 2a (Math and ELA performance), and Federal objectives related to school attendance and discipline. Furthermore, several objectives were not applicable or measurable given past COVID-19 related restrictions. As a result, comparisons to prior grant years are not generally included.

1a) 50% of 11-12th grade participants will report being prepared for college and/or career following graduation annually as measured by student surveys.

1c) 50% of 21st CCLC 6-12th grade students that are in programs offering career exploration/CTE activities will report gains in knowledge of career opportunities annually as measured by student survey.

STATE OBJECTIVES

- 1) 21st CCLC programs explicitly address appropriate grade level academic achievement standards and support students' progress toward graduating career and college ready.
- 2) 21st CCLC programs increase the academic achievement of students who regularly attend the program.

STUDENT VOICES

"The afterschool program has done well with making sure I feel welcome to the program and helping me have fun!"

"They are friendly, hear my voice, plan fun and educational activities, help with homework, and are welcoming to everyone."

"They really helped me make new friends and helped me start to feel comfortable at school. "

65%

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



56%

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



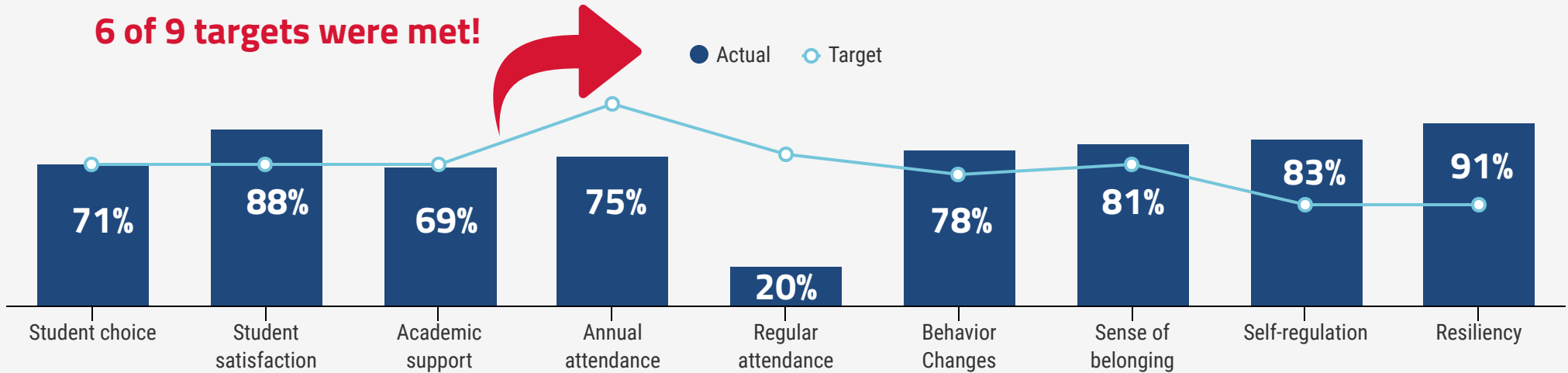
84%

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.

6 of 9 targets were met!



3a) 70% of 21st CCLC students will report that they are involved in programming decisions and have a choice in selecting activities as measured by annual student surveys.

3b) 70% of 21st CCLC students will report satisfaction with the activities offered at their local 21st CCLC program annually as measured by student surveys.

3c) 70% of 21st CCLC students will report feeling academically supported by the local 21st CCLC program annually as measured by student surveys.

4a) All 21st CCLC grantees will meet at least 90% of annual attendance targets as measured by student roster

4b) At least 75% of school year participants will be regular attendees (30+ days) as measured by attendance records.

4c) 65% of 21st CCLC participants who are in need of improvement will demonstrate positive changes in behavior annually as measured by school day teacher surveys. GPRA

4h) 70% of 21st CCLC students will report sense of belonging at the program annually as measured by student surveys.

4i) 50% of 21st CCLC students will report resilient and self-regulatory behaviors annually as measured by student surveys.

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

% STUDENT AGREEMENT

- 72% handling problems
- 75% getting along with others
- 75% feeling good about themselves

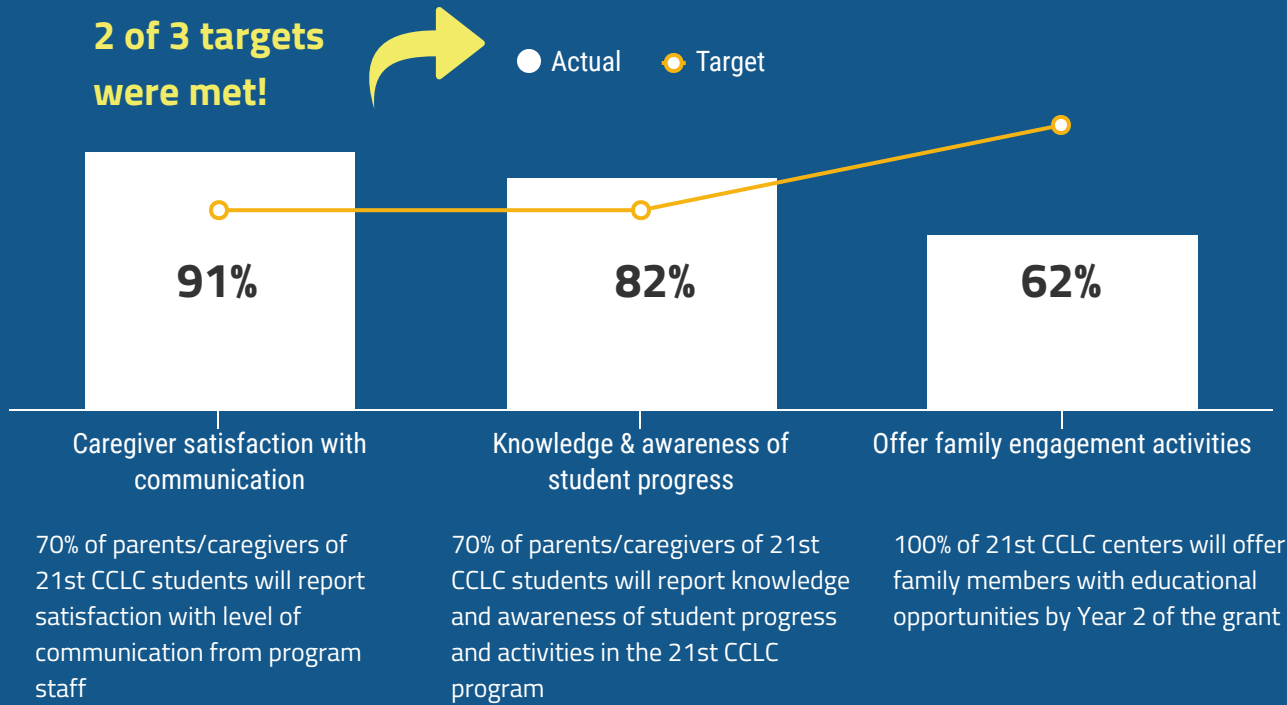
CAREGIVER FEEDBACK

"As a family, we love the afterschool program. My child is not the most socially outgoing, and this program has been perfect for her. (she never wants to leave!)."

"I'm so grateful for this opportunity it has made it possible for me to take on extra work and my kid comes home every day and tells me about how they love it."



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



75% **caregivers agreed** they have opportunities to provide feedback and input to the after school program

69% **caregivers satisfied** with staff check-ins to discuss child's needs

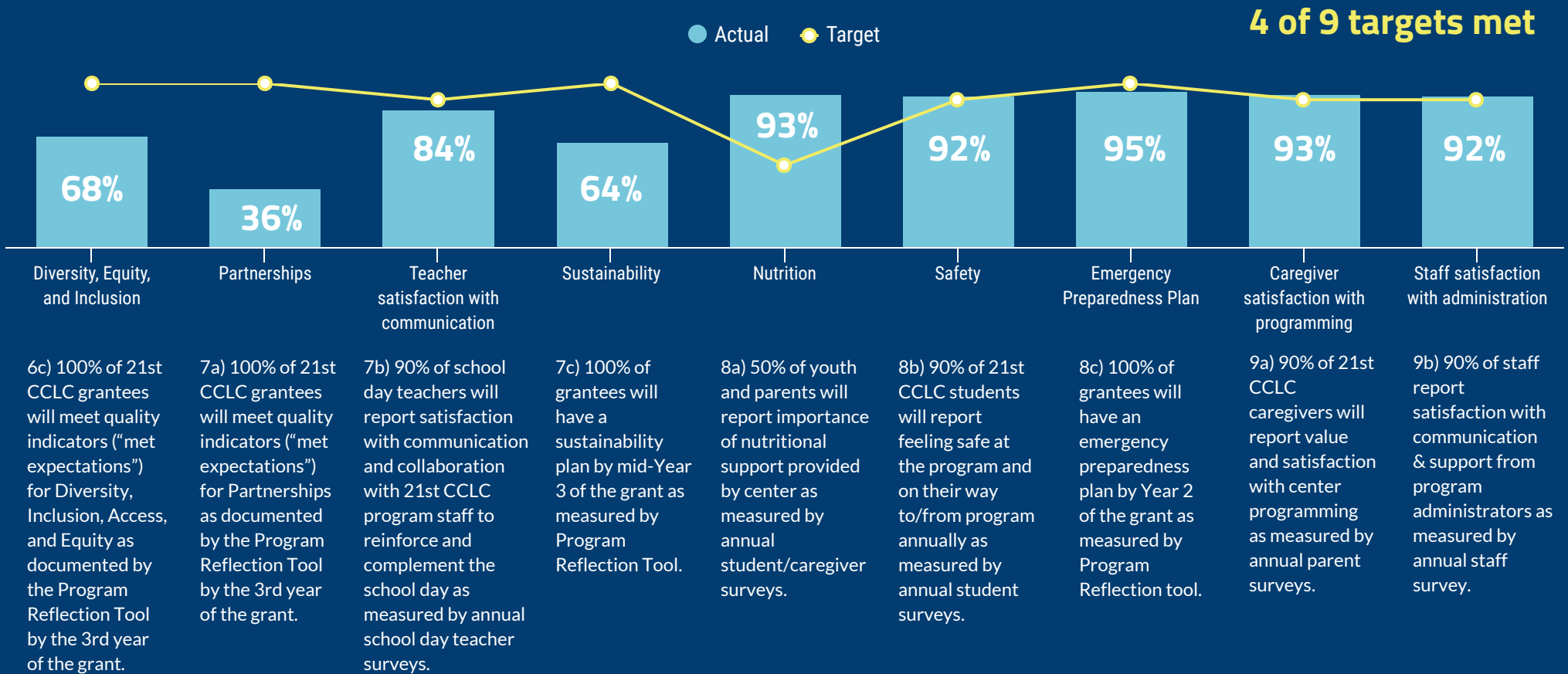
69% **caregivers satisfied** with information shared on resources available in the community

59% **caregivers satisfied** with family programming/activities

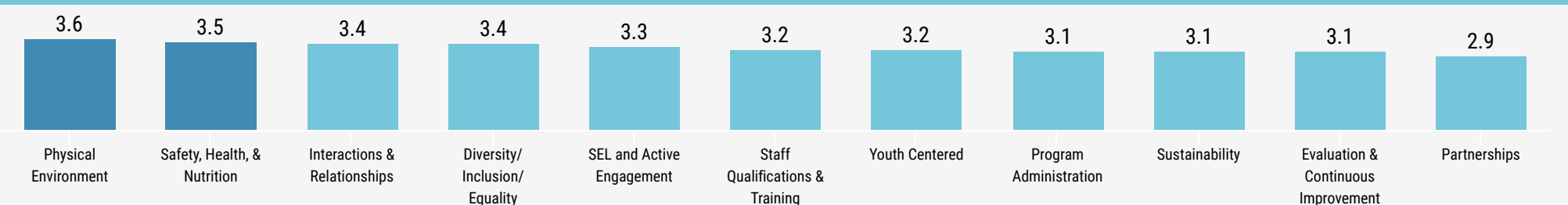
CAREGIVER FEEDBACK:

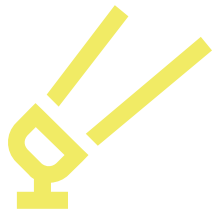
- “I love the ability for them to socialize with peers after the pandemic and receive nutritional support at school.”
- “My child has special learning needs. I am overwhelmed by the level of support that they have all provided. Everyone has gone above and beyond to accommodate him so that he could participate in the program, even when it is difficult for them in terms of staff...”
- “They have motivated my son to go to school on a more consistent basis.”

GOAL 4: 21st CCLC Programs will meet key elements of high-quality programs and operations.



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: Hood River School District



The Cascade Locks ExcEL program thrived when students returned in person!

Cascade Lock's ExCEL program has had significant turnover and inconsistent programming throughout this grant cycle. The district leadership changed at least 4 times as did the Cascade Locks site leaders. Furthermore, due to trouble with staffing, Cascade Locks had to close intermittently up until 2020. When programming returned to in-person for the 2021-2022 school year it was their time to shine!

The Cascade Locks site was able to be fully staffed for the year. They welcomed students back to in-person programming five days a week for all days school was in session. This is a significant increase from the prior year where they only offered programming for 100 days of the school year and four days per week. When they returned in 2021-22, parents were excited and eagerly enrolled students. The site had a waitlist throughout most of the year and each trimester the roster was adjusted to make sure additional students had access to the program. They were able to have consistent staff and create a safe welcoming space for students after school. Additionally, ExCEL held multiple family nights throughout the year actively trying to get students, family and staff engaged and back into the schools. This was true across the four sites in the Hood River School District. However, the impact at Cascade Locks was much greater due to the intermittent programming history.

According to the program director, students were excited each day to go to ExCEL. Parents gave their praise and showed appreciation to the ExCEL staff and the hard work they put into making the program successful. Students were proud of the projects they completed during ExCEL such as a beautiful mural in the cafeteria, and a new gaga ball pit for the playground. As an example of the multi-layered well-rounded educational opportunities, students used math, design, planning, power tool safety and teamwork to build the pit. This year students are painting the pit with their school colors. Their hard work has directly impacted the culture and beautification of the whole school. In sum, ExCEL has been integral in building back the sense of community in their small town after COVID.



Photo of the local Cascade Locks Fire Department staff and school staff playing a round of gaga ball with students at a community event.

Next Steps

It is clear that Oregon's 21st CCLC program administrators and staff have succeeded in providing youth and their families with access to fun and engaging programming, social emotional and academic support as well as opportunities for youth to foster those important connections with peers, staff and their community. The following recommendations are focused on how we can better prepare and equip grantees with the tools they need to deliver high quality programming in the years to come.



Academic Support

Afterschool programs have the ability to positively impact a student's academic performance. The ODE website offers various resources that provide guidance on how afterschool and summer learning programs can provide academic support. These resources include the following: 1) [Supporting Student Outcomes](#); 2) [Moving Towards Success: Framework for After-School Programs](#), and 3) [Expanding Minds and Opportunities](#). Grantees are strongly encouraged to review and integrate the information provided in order to "offer even stronger academically based programs, along with enrichment activities that expand students' intellectual and developmental horizons".



Regular Student Participation

21st CCLC programs continued to struggle with retaining attendance, especially for older students. There are a variety of obstacles programs have to overcome when trying to increase and maintain participation, and for older students there are a variety of other factors (i.e. sports, afterschool jobs, family obligations) that inhibit more regular attendance. According to a report from the [Wallace Foundation](#), studies show that afterschool programs with stronger rates of participation demonstrate greater academic benefits. Suggestions for improving attendance from the Wallace Foundation, The Expanded Learning and Afterschool Project and the Afterschool Alliance include: 1) understanding community needs, 2) understanding program strengths, and weaknesses, 3) building relationships with students, 4) effective program marketing, 5) providing unique, interesting and engaging programming.



Program Staff Professional Development

As 21st CCLC programs returned to regular in person programming, staff members struggled with behavior management and requested additional training in this area. Other areas that staff and program administrators indicated as needing additional training and professional development included SEL, trauma, family engagement, helping students with academics and connecting to school day. While there are numerous state, national and regional "expanded learning" conferences available for grantees to participate in, grantees could benefit from a more customized professional development event that focuses on their unique needs and strengths, and offers opportunities for program directors to discuss and share best practices within Oregon 21st CCLC programs.

Additionally, there is a plethora of resources and trainings released to help afterschool professionals meet the social emotional learning needs of youth and to make them feel connected to their peers and community. It is important to be careful when exploring SEL programs/curricula and ensure that they are evidence-based. For additional information grantees should refer to What Works Clearinghouse, CASEL, and other guides to evidence-based practice selections.



Sustaining Connections with Community and School Partners

The 21st CCLC program relies on partnerships with schools, community and other organizations to operate effective programming. Unfortunately, grantees continue to struggle meeting expectations for Partnership quality indicators. Thus, provision of professional development and support to grantees on identifying and maintaining partnerships for programming, staffing and resources is needed. Training topics can include communication and collaboration with school day partners such as best practices for sharing resources (such as staff and facilities) and data, communication strategies that promote better collaboration, and how to best support individual learning and foster better alignment with school day curriculum in order to promote continuity. Other areas of focus should include identification of community partnerships, particularly among programs in small/rural communities in which there are limited organizations available to work with.