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Part I. Overview and History of Our Program

In order to “support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools”¹ the U.S. Department of Education developed the 21st Century Community Learning Centers Grant Program (21st CCLC). The program is largely focused on providing enrichment activities outside of school hours that help students meet state and local standards in core academic subjects. In addition, the 21st CCLC grant supports other educational services, including literacy, to the families of participating children.

PROGRAM OVERVIEW:

In partnership with Metropolitan Family Service (MFS), Portland Community Church, and McKay Parent Teacher Club (McK PTC), Beaverton School District (BSD) will bring 21st Century Community Learning Centers (21CCLC) to McKay Elementary and Greenway Elementary, high-poverty Title I schools in which the majority of students are of color. For 18 years, MFS has provided effective, culturally responsive afterschool/summer programs in Oregon districts; this will be BSD's first opportunity to give our students access to an MFS Community School. Funds will be used to: 1) implement afterschool reading, math, and science programs, including mentoring and tutoring, aligned to school day curriculum and state/national standards; 2) provide afterschool and summer enrichment activities (STEAM, robotics, music, sports, health/nutrition); 3) hire a bilingual Family Resources Coordinator to support families in navigating education, health, and other human service systems to access support/resources; 4) provide Social-Emotional Learning (SEL) and trauma-informed services; 5) coordinate with school staff to ensure students/families receive wraparound behavioral/mental health support; 6) engage 5th graders in Middle School success programs; 7) provide Early Kindergarten Transition (EKT) programming; 8) deliver culturally responsive family engagement and family education, including financial literacy. Each year we will serve a total of 150 students; we expect 100 adult family members of students to participate as well. The interventions, strategies, and activities we are proposing meet ESSA evidence-based requirements; moreover, we plan to exceed this requirement by building the state/national evidence base, which remains somewhat limited regarding Community Schools.

PROGRAM GOALS/OBJECTIVES:

Through academic and enrichment opportunities, social emotional learning (SEL) theories and meaningful opportunities for families to engage with the school/district; we are striving to support and prepare children and families as they enter and progress across grades in three main areas:

- Strong Start- We will provide opportunities for families to be meaningfully engaged as early as possible and bring cultural responsiveness, community building, connecting families to a larger community and support enrollment into pre-K and Kindergarten readiness programs. Families will also be supported with resource navigations to reduce stress in the home and create a healthy learning environment.
- Transition Successfully- We will support Middle School success planning, school visits, and workshops for 5th graders to participate in. The program will collaborate with the school staff in

both Middle and Elementary levels. Social Emotional Learning will be incorporated to help the students themselves reduce stress and anxiety of transition.

- Graduate College and Career Ready- A welcoming and culturally responsive afterschool services will be aligned to school day academics and focus on students improving or showing growth in science, reading and math indicators. STEM and SEL Curriculum will be used as well as a CTE pathways to reinforce reading and critical thinking skills.

HISTORY AND LOCAL CONTEXT:

Beaverton School District (BSD), situated in eastern Washington County, is the 3rd largest district in Oregon. The District includes 53 schools and serves over 40,000 students. Target population: Culturally diverse students and families, students and families in poverty (including those experiencing homelessness), elementary students not meeting reading or math benchmarks, and English Learner students and families. Community risk factors: In an era of rapid population growth, BSD struggles to meet the needs of residents in "hot spots" of poverty, particularly because Beaverton is perceived as fairly prosperous overall. The burden of poverty is disproportionately shouldered by families with children, people of color, people with disabilities, and adults with less than a high school education; even households in Washington County with incomes well above official poverty lines struggle to afford basic needs and thus experience conditions of poverty (Community Action, 2017: Washington County Issues of Poverty). Communities of color in Beaverton are growing six times as quickly as the white population. Latinos and Asian & Pacific Islanders each represent close to one-sixth of the current total population; by 2020, nearly 1 in 4 residents will be Latino (City of Beaverton Diversity, Equity, and Inclusion Plan 2014). In the past decade, BSD's minority student population has more than tripled from less than 16% to 54% of all students. Approximately 5400 BSD students are designated as English learners (EL), and many families are recently arrived English learners (RAELs) who must negotiate significant cultural differences in regard to school involvement and educational attainment. McKay and Greenway Elementary, the schools to receive services, are both high-poverty Title I schools serving diverse populations. Staff currently struggle to meet the needs of students in poverty and of our increasingly diverse population. Both schools report challenges with students who are hungry and lacking basic needs; families are experiencing hardships such as homelessness, incarceration, and hunger.

MFS has been a 21CCLC provider since 2006, effectively serving children, families, and schools in 4 districts in neighboring counties, and a SUN Community School provider for Multnomah County since 1999; this grant will provide Beaverton children, families, and schools with the opportunity to benefit from MFS's experience and expertise.

CHANGES IN GRANT:

Our grant application envisioned serving students and families starting in October 2018. Our programming did not begin until January 2019. As a new program, three months was not enough time to negotiate a contract, hire quality staff, and recruit students and families for an October start.

EVALUATION METHODOLOGY:

The purpose of this evaluation is to: 1) document who we are serving and how we are implementing our 21st CCLC program (process evaluation) and, 2) determine the overall effectiveness of programming in meeting goals and objectives, identify strengths and weaknesses, and provide recommendations to improve program planning and implementation (outcome evaluation) as part of our continuous quality improvement process.

The present evaluation draws on data collected during the 2018-19 grant year. This includes, Federal Annual Performance Report (APR) required data (e.g., program attendance, activities, staffing, partners), surveys administered to caregivers, students, teachers, school and program administrators, and program staff, and other Oregon Department of Education supplied data. To supplement the quantitative findings based on the aforementioned Federal- and state-required data requirements, and shed light onto how we implemented out-of-school programming, additional local data is shared throughout the report.

Part II. What are the Characteristics of Our Students and Program?

This section provides descriptions of our program and is our “process evaluation” section. It describes who we served, what activities were offered, staffing, and our partners.

II.A. STUDENTS SERVED



Recruitment of Students

Greenway starts with open enrollment, but priority for participation is based on referrals from the principal, the counselor, and/or the student success coach. Teachers at both schools identify high priority students (e.g., need a safe place after school, need academic support) who would benefit from participating in the CAFE program.

Student Enrollment and Demographics

There are two classifications of student attendee data.¹ The first classification counts all students who attend a Center. The second classification represents a subset of all students; it considers a student to be a “Regular Student” when the student attends a Center for 30 days or more during a reporting period (which for most grantees is typically June/July through May/June of the next year).

ATTENDANCE BY DAYS ATTENDED

| | Summer 2018 | | Fall-Spring 2018-19 School Year | |
|---|-------------|---------|------------------------------------|---------|
| | Count | Percent | Count | Percent |
| a) Students attending less than 30 days | 0 | 0.0% | 63 | 33.0% |
| b) Students attending 30-59 days* | 0 | 0.0% | 67 | 35.1% |
| c) Students attending 60-89 days* | 0 | 0.0% | 61 | 31.9% |
| d) Students attending 90+ days* | 0 | 0.0% | 0 | 0.0% |
| Total Attendees** | 0 | 0% | 191 | 100% |

*Regular Attendees have attended the program for 30 or more days.

**Total may not add to sum of categories a-d due to missing data.

**67% of our students have attended our program
30 or more days during the school year.**

Student Retention Strategies

Retention strategies to maximize the number of students retained from one year to the next and the number of days a student attends your program include:

¹ Attendance totals represent the sum of unduplicated student and regular attendees reported by individual Centers; however, students may have attended more than one Center during the reporting period.

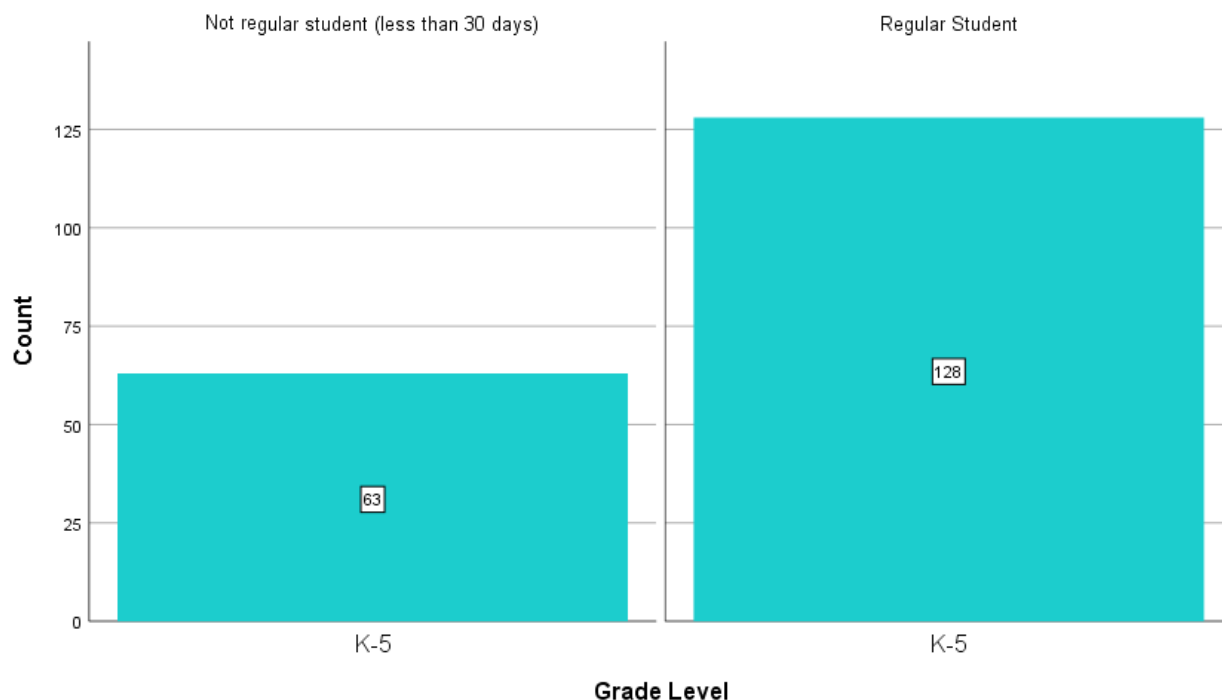
1. Giving the school year calendar to parents at the start of the school year helps them plan accordingly for the program and sign up for multiple sessions. We advertise fun classes and events to keep interest high throughout the year.
2. We keep running logs of student attendance and contact parents when students are not attending regularly. We speak with the student to ask how they are doing and to see if we can identify any needs that we can assist with.

ATTENDANCE BY GRADE LEVEL

| Type | Timing | Grade in School | | | | | | | | | | | | | | |
|-------------|-------------|-----------------|---|----|----|----|----|----|---|---|---|---|----|----|----|-----|
| | | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Unk |
| Summer | Not regular | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Regular* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School Year | Not regular | 0 | 0 | 12 | 13 | 14 | 14 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Regular* | 0 | 0 | 25 | 25 | 30 | 28 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 37 | 38 | 44 | 42 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*Regular Attendees have attended the program for 30 or more days.

Total Students by Grade Level and Regular Student



Observation:

Two in three students attended the program for more than 30 days. This is the same rate as K-5 21st CCLC students statewide.

Interpretation:

Our program did not start until January, so we expect to have students attend more than 90 days in subsequent years. As families become more familiar with our program and the benefits for participating students, we expect more students to participate for greater duration.

Reliable childcare is an issue due to gaps in service and during non-school days. Uncertainty as to when the next session starts was also a barrier to regular attendance. To remedy this, we've created a year-long calendar that is shared with families, staff, and the front desk.

Another barrier for both schools is our end time as it is difficult for some families to get off work by 5:30. Greenway also requires parent (or authorized adult) pickup at dismissal since all students have safe-routes to and from school. This is a barrier for some families who can't get off work in time or who can't physically walk to school or drive. To remedy this at Greenway, we will offer a walking school bus for the summer session.

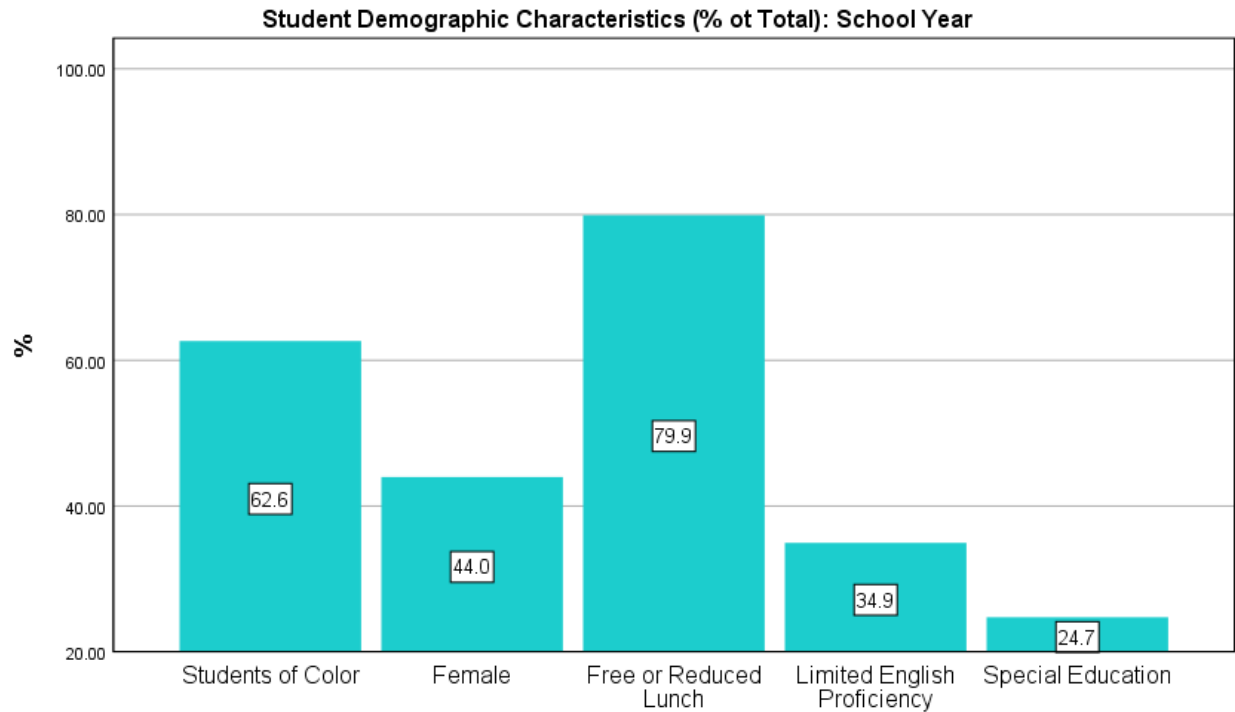
TOTAL ATTENDANCE BY DEMOGRAPHICS AND CENTERS

| Attendees | | | | Race/Ethnicity | | | | | | | | | | | | | | |
|---------------------|--------------|------------------|-------|----------------|---------------------------|----|----------|-----|-------|----|-------------------------------------|----|-----------------------------------|----|-------------|----|-------------------|-----|
| | Total Served | Regular Student* | White | | Black or African American | | Hispanic | | Asian | | Native Hawaiian or Pacific Islander | | American Indian or Native Alaskan | | Multiracial | | Data Not Provided | |
| | N | N | N | % | N | % | N | % | N | % | N | % | N | % | N | % | % | % |
| Greenway Elementary | 104 | 68 | 25 | 24% | 9 | 9% | 53 | 51% | 4 | 4% | 0 | 0% | 0 | 0% | 0 | 0% | 13 | 13% |
| McKay Elementary | 87 | 60 | 40 | 46% | 5 | 6% | 32 | 37% | 6 | 7% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 5% |
| Total | 191 | 128 | 65 | 34% | 14 | 7% | 85 | 45% | 10 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 17 | 9% |

*Regular Attendees have attended the program for 30 or more days.

| Gender | | | | Limited English Proficiency | | | | Free/Reduced Lunch Eligible | | | | Special Education | | | | |
|---------------------|------|-----|--------|-----------------------------|---------|-----|-----|-----------------------------|---------|-----|-----|-------------------|------------|-----|--------|-----|
| | Male | | Female | | Not LEP | | LEP | | Not FRL | | FRL | | Not SpecEd | | SpecEd | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Greenway Elementary | 54 | 52% | 50 | 48% | 66 | 64% | 37 | 36% | 14 | 14% | 84 | 86% | 82 | 80% | 21 | 20% |
| McKay Elementary | 53 | 61% | 34 | 39% | 55 | 66% | 28 | 34% | 22 | 27% | 59 | 73% | 58 | 70% | 25 | 30% |
| Total | 107 | 56% | 84 | 44% | 121 | 65% | 65 | 35% | 36 | 20% | 143 | 80% | 140 | 75% | 46 | 25% |

*Counts exclude missing data (students marked as "Unknown" or otherwise data left empty).



SUMMARY OF STUDENT CHARACTERISTICS

80% of our students are from low-income households and 63% are students of color.

Observation:

67% of Greenway and McKay students are from low-income households and 53% are students of color. Our project serves a higher percentage of students in these categories than the general population.

? Interpretation:

We have been very successful in recruiting and serving the students and families most in need.

as

II.B. PROGRAM ACTIVITIES

Student Activities

The 21st CCLC grant aims to 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” and “a broad array of programming to promote positive youth development, and to reinforce and complement the regular academic program of participating students.”



During the grant year, our program offered the following student activities:

| Center | Term | Activity Name | Typical # of Students Served per Day |
|---------------------|--------|----------------------------|--------------------------------------|
| Greenway Elementary | Spring | Cuban Dance | 14 |
| Greenway Elementary | Spring | Arts and Crafts | 13 |
| Greenway Elementary | Spring | Board Games | 12 |
| Greenway Elementary | Spring | Builders | 13 |
| Greenway Elementary | Spring | Caribbean Culture | 14 |
| Greenway Elementary | Spring | Crazy 8's Math | 13 |
| Greenway Elementary | Spring | Homework and Reading | 13 |
| Greenway Elementary | Spring | Mini Sports | 13 |
| Greenway Elementary | Spring | Money Makers | 12 |
| Greenway Elementary | Spring | Out of this World | 14 |
| Greenway Elementary | Spring | Portland Junior Scientists | 13 |
| Greenway Elementary | Spring | Reading | 12 |
| Greenway Elementary | Spring | Soccer | 13 |
| Greenway Elementary | Spring | Word Fun | 12 |
| Greenway Elementary | Spring | Art | 11 |
| Greenway Elementary | Spring | Dance | 13 |
| Greenway Elementary | Spring | Drama | 11 |
| Greenway Elementary | Spring | Group Fun! | 12 |
| Greenway Elementary | Spring | Reading Buddies | 12 |
| Greenway Elementary | Spring | Short Story | 11 |
| McKay Elementary | Spring | A Healthy Life | 8 |
| McKay Elementary | Spring | Aboriginal Art | 9 |
| McKay Elementary | Spring | Around the World | 11 |
| McKay Elementary | Spring | Art Adventures | 9 |
| McKay Elementary | Spring | Art and Craft | 12 |
| McKay Elementary | Spring | Art Coloring & Drawing | 10 |
| McKay Elementary | Spring | Basketball | 10 |
| McKay Elementary | Spring | Board Games | 9 |
| McKay Elementary | Spring | Buddy Reding | 8 |
| McKay Elementary | Spring | Builders | 7 |

| Center | Term | Activity Name | Typical # of Students Served per Day |
|------------------|--------|-------------------------|--------------------------------------|
| McKay Elementary | Spring | Ceramic Café | 8 |
| McKay Elementary | Spring | Collage Craft | 10 |
| McKay Elementary | Spring | Computer Coding | 11 |
| McKay Elementary | Spring | Creative Writing | 10 |
| McKay Elementary | Spring | Design the Runway | 7 |
| McKay Elementary | Spring | Dinosaur Discovery | 10 |
| McKay Elementary | Spring | Dream Acting | 9 |
| McKay Elementary | Spring | Epic Reading | 7 |
| McKay Elementary | Spring | Exploration | 11 |
| McKay Elementary | Spring | Expressive Art | 6 |
| McKay Elementary | Spring | Find the Number | 9 |
| McKay Elementary | Spring | Flag Football | 15 |
| McKay Elementary | Spring | Funny Craft | 8 |
| McKay Elementary | Spring | Get Pumped for Poetry | 11 |
| McKay Elementary | Spring | Green Thumbs Club | 11 |
| McKay Elementary | Spring | Gym Stations | 10 |
| McKay Elementary | Spring | Historical Role Models | 7 |
| McKay Elementary | Spring | Homework Class | 10 |
| McKay Elementary | Spring | Imaginary Creations | 9 |
| McKay Elementary | Spring | Leadership | 9 |
| McKay Elementary | Spring | Love Your Planet | 6 |
| McKay Elementary | Spring | Math Blaster | 11 |
| McKay Elementary | Spring | Math Games | 10 |
| McKay Elementary | Spring | Money Makers | 9 |
| McKay Elementary | Spring | Music and Dance | 9 |
| McKay Elementary | Spring | Portland Junior Science | 16 |
| McKay Elementary | Spring | Reading Adventures | 10 |
| McKay Elementary | Spring | Robotic | 10 |
| McKay Elementary | Spring | Smart Reading | 10 |
| McKay Elementary | Spring | Soccer | 10 |
| McKay Elementary | Spring | Spanish Class | 9 |
| McKay Elementary | Spring | Spelling Bee | 11 |
| McKay Elementary | Spring | Spelling Club | 9 |
| McKay Elementary | Spring | Story Telling | 8 |
| McKay Elementary | Spring | Tech Club | 9 |
| McKay Elementary | Spring | Typing Class | 8 |
| McKay Elementary | Spring | Writing Journal | 7 |
| McKay Elementary | Spring | Theater | 7 |

Multiple factors influence activities and classes offered:

- We meet with school staff to align programming with grade level curriculum and school goals
- Some classes are based on interest (by asking students and families what they'd like to see.)
- Some classes are offered because we were able to find a partner that offers quality curriculum that fits the needs of our school and students. (example: girls inc club and crazy 8s math)

Student voice is captured and reflected in programming. We conduct informal surveys at Greenway (at school events like back to school night or open house) to see what students are interested in. Once students are selected for the upcoming session, we send a list of available classes to the selected students which they can rank based on interest or need. At McKay, students are given a survey at the end of the program session to capture their voice and feedback on classes offered. McKay's upcoming fall programming will be based on last year's feedback.

CATEGORIES OF STUDENT SERVICES / ACTIVITIES PROVIDED: **GREENWAY ELEMENTARY**

| Student Activity or Service Category | School Year 2018-19 | | | | |
|--------------------------------------|--------------------------------------|-----------|---|--|---|
| | Number of Activities within Category | | Average # of Students Served per Day (within all activities)* | Typical Frequency of Activities (Mode) | Average amount of time (hours) per activity |
| | Fall | Spring | | | |
| Arts & Music | 0 | 7 | 12 | Weekly | 0.8 |
| College & Career Readiness | 0 | 0 | 0 | 0 | 0 |
| Community/Service Learning | 0 | 0 | 0 | 0 | 0 |
| Counseling Programs | 0 | 0 | 0 | 0 | 0 |
| Drug Prevention | 0 | 0 | 0 | 0 | 0 |
| English Language Learners Support | 0 | 0 | 0 | 0 | 0 |
| Entrepreneurship | 0 | 1 | 12 | Weekly | 0.8 |
| Homework Help | 0 | 20 | 13 | Weekly | 0.3 |
| Literacy | 0 | 13 | 12 | Weekly | 0.8 |
| Mentoring | 0 | 0 | 0 | 0 | 0 |
| Physical Activity | 0 | 8 | 13 | Weekly | 0.8 |
| STEM | 0 | 11 | 13 | Weekly | 0.8 |
| Truancy Prevention | 0 | 0 | 0 | 0 | 0 |
| Tutoring | 0 | 0 | 0 | 0 | 0 |
| Violence Prevention | 0 | 0 | 0 | 0 | 0 |
| Youth Leadership | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 60 | 13 | Weekly | 0.6 |

Daily (1) = 4-7 times per week; Weekly (2) = 1-3 times per week; Monthly (3) = 1-3 times per month; Once per Term (4)

*May contain duplicates as students can take multiple activities.

CATEGORIES OF STUDENT SERVICES / ACTIVITIES PROVIDED: **McKAY ELEMENTARY**

| Student Activity or Service Category | School Year 2018-19 | | | | |
|--------------------------------------|--------------------------------------|-----------|---|--|---|
| | Number of Activities within Category | | Average # of Students Served per Day (within all activities)* | Typical Frequency of Activities (Mode) | Average amount of time (hours) per activity |
| | Fall | Spring | | | |
| Arts & Music | 0 | 19 | 9 | Weekly | 0.7 |
| College & Career Readiness | 0 | 0 | 0 | 0 | 0 |
| Community/Service Learning | 0 | 0 | 0 | 0 | 0 |
| Counseling Programs | 0 | 0 | 0 | 0 | 0 |
| Drug Prevention | 0 | 0 | 0 | 0 | 0 |
| English Language Learners Support | 0 | 0 | 0 | 0 | 0 |
| Entrepreneurship | 0 | 1 | 9 | Weekly | 0.7 |
| Homework Help | 0 | 19 | 11 | Weekly | 0.7 |
| Literacy | 0 | 21 | 9 | Weekly | 0.7 |
| Mentoring | 0 | 0 | 0 | 0 | 0 |
| Physical Activity | 0 | 15 | 10 | Weekly | 0.7 |
| STEM | 0 | 19 | 10 | Weekly | 0.7 |
| Truancy Prevention | 0 | 0 | 0 | 0 | 0 |
| Tutoring | 0 | 0 | 0 | 0 | 0 |
| Violence Prevention | 0 | 0 | 0 | 0 | 0 |
| Youth Leadership | 0 | 2 | 8 | Weekly | 0.7 |
| Total | 0 | 96 | 10 | Weekly | 0.7 |

Daily (1) = 4-7 times per week; Weekly (2) = 1-3 times per week; Monthly (3) = 1-3 times per month; Once per Term (4)

*May contain duplicates as students can take multiple activities.

ALIGNMENT TO SCHOOL DAY AND DISTRICT/STATE ACADEMIC STANDARDS & IMPROVEMENT PLANS

CAFÉ programming is integrated in each school's Title I plan. Coordinators reach out to teachers to learn what is happening in the classroom and what assignments need to be completed by CAFÉ students.

Google docs allow classroom teachers to enter homework or classroom assignments in real time for access by CAFÉ staff.

Family Involvement

Another major goal of the 21st CCLC grant is to “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.”

During the 2018-19 school year, we held the following family engagement events:

FAMILY ENGAGEMENT EVENTS 2018-19

| Center | Activity Category | Total Held in 2018-19 | Estimated Attendance among those events held |
|---------------------|---------------------|-----------------------|--|
| Greenway Elementary | Helping Students | 3 | 95 |
| Greenway Elementary | Personal Finance | 1 | 6 |
| Greenway Elementary | Family Social Event | 1 | 65 |
| McKay Elementary | Helping Students | 5 | 106 |
| McKay Elementary | Personal Finance | 1 | 6 |
| Greenway Elementary | Family Social Event | 1 | 65 |

During the 2018-19 school year, 105 in Fall and 215 in Spring of our youths’ family members participated in 21st CCLC programming across all sites. Activities offered are shown in the table below for each center.

CATEGORIES OF ADULT SERVICES / ACTIVITIES PROVIDED: GREENWAY ELEMENTARY

| Term | Activity Category | Activity Name | Frequency of Activity | # of Family Participants |
|--------|-------------------------------|-------------------------------------|---------------------------------------|--------------------------|
| Fall | Open House | Supporting their youth in academics | Once per term (only one day per term) | 40 |
| Fall | Parent Conference | Supporting their youth in academics | Once per term (only one day per term) | 15 |
| Spring | Parent Showcase | Family social event(s) | Once per term (only one day per term) | 65 |
| Spring | EKT Parent Orientation | Supporting their youth in academics | Once per term (only one day per term) | 40 |
| Spring | Economic Empowerment Workshop | Parenting or family management | Once per term (only one day per term) | 6 |

CATEGORIES OF ADULT SERVICES / ACTIVITIES PROVIDED: **McKAY ELEMENTARY**

| Term | Activity Category | Activity Name | Frequency of Activity | # of Family Participants |
|--------|-------------------------------|-------------------------------------|---------------------------------------|--------------------------|
| Fall | Parent Conference | Supporting their youth in academics | Once per term (only one day per term) | 10 |
| Fall | Open House | Supporting their youth in academics | Once per term (only one day per term) | 40 |
| Spring | CAFE Showcase | Family social event(s) | Once per term (only one day per term) | 65 |
| Spring | Economic Empowerment Workshop | Parenting or family management | Once per term (only one day per term) | 6 |
| Spring | EKT Parent Open House | Supporting their youth in academics | Once per term (only one day per term) | 25 |
| Spring | Open House | Supporting their youth in academics | Once per term (only one day per term) | 25 |
| Spring | Positive Behavior Workshop | Supporting their youth in academics | Once per term (only one day per term) | 6 |

In year one, we began to engage with the community. One way we did this was conducting surveys to ascertain the types of classes families hoped to see for themselves and their students. We also checked what days and times worked best for the community and we are working with the facility department within the district to accommodate those needs. We held open houses and orientations at the start of year one to meet the families in our community, and to increase awareness about our community school and all the services we can provide for our families.

In year two, we plan to expand opportunities to connect our families to our schools. We will conduct further parent outreach to promote early literacy, and possibly use home visits to facilitate that. We hope to recruit parents as teachers for our programs. In our parent workshops led by our Family Resource Coordinator, we will offer SEL coaching for both parents and students. We will continue our summer model of Early Kindergarten Transition which focuses on engaging parents, growing them as leaders, and continuing their involvement throughout the school year.

SUMMARY OF PROGRAM OFFERINGS

The majority of participation was in the Family Showcases. The next most popular offering is the open house / orientation at the start of program session.

Observation:

Our Family Showcases had a combined 235 participants, making this the largest attended parent offering. These were held on Thursdays or Fridays, as results from parent surveys indicated that these days were the most convenient for our community. Our family open houses / orientations that we hold at the start of program session is the second most attended parent offering, with 145 participants. 3 workshops were held for parents: 2 economic empowerment and 1 positive behavior. We surveyed families early in year 1

and learned that they wanted positive behavior support. Due to unusually poor weather conditions, not as many parents were able to attend as they hoped.

Interpretation:

Participation in our family showcases reflects a high level of engagement from the community. This demonstrates a genuine interest in the after-school activities and what their children are doing in CAFE. It also shows that families feel comfortable and welcomed in the school. We have also seen a willingness among school staff to advertise, outreach, and participate in the family offerings. This has resulted in an increase in family engagement.

At Greenway CAFE, families are asked to pick up their children from school when CAFE is dismissed. In the first month of program, we noticed that parents were hesitant to engage with CAFE staff. By the end of the first session, we established genuine relationships with parents and noticed an increase in interest and willingness to engage with CAFE staff and learn more about their student's progression.

After the positive behavior workshop, one parent at McKay approached our family resource coordinator to share her gratitude with her child's change in attitude towards school. The parent has noticed an interest in her child's academics by wanting to read more at home and study versus play video games.

II.C. PROGRAM OPERATIONS

Staffing

The following tables show the number of staff by type and demographic characteristics.



STAFFING BY TYPE

| | School Year 2018-2019* | |
|---------------------------------|------------------------|-----------|
| | Paid | Volunteer |
| Administrators | 5 | 0 |
| College Students | 9 | 0 |
| Community Members | 1 | 4 |
| High School Students | 1 | 0 |
| Other Non-Teaching School Staff | 9 | 0 |
| Parents | 0 | 0 |
| School Day Teachers | 0 | 0 |
| Other | 7 | 0 |
| TOTAL | 32 | 4 |

*Counts are unduplicated within school year. However, staff may be duplicated from Summer counts (counted under two columns if worked summer and school year).

STAFFING BY CENTER

| Center Name | School Year 2018-2019* | |
|----------------------------|------------------------|------------|
| | Paid Staff | Vol. Staff |
| Greenway Elementary | 13 | 0 |
| McKay Elementary | 19 | 4 |

*Counts are unduplicated within school year. However, staff may be duplicated from Summer counts (counted under two columns if worked summer and school year).

STAFFING BY DEMOGRAPHICS: SCHOOL YEAR STAFF

| Center | Sex | | | Ethnicity | | | | | | | Average Years of experience in Youth Development/ Child Care / After School |
|----------------------------|----------|-----------|----------|---------------------------|-----------|----------|-------------------------------------|-----------------------------------|--------------|-------------------|---|
| | Male | Female | White | Black or African American | Hispanic | Asian | Native Hawaiian or Pacific Islander | American Indian or Native Alaskan | Multi-racial | Data Not Provided | |
| Greenway Elementary | 4 | 7 | 2 | 0 | 8 | 0 | 0 | 0 | 1 | 0 | 4.1 |
| McKay Elementary | 3 | 11 | 2 | 0 | 6 | 0 | 0 | 0 | 0 | 2 | 5.6 |
| TOTAL | 7 | 18 | 4 | 0 | 14 | 0 | 0 | 0 | 1 | 2 | 4.9 |

Staff Funding and Turnover

Best Practices / Successes in staff retention

We have opportunities for professional development available for Activity Leaders in addition to their staff orientation and training. We provide opportunities for Activity Leaders to ask for help or advice. We schedule 1:1 meetings with Activity Leaders to check-in with how things are going and provide support for instruction. Even though we were in year 1, we were able to hire staff with experience in education and after school programming. Site coordinators are included in school day staff meetings and site level student support teams. This integration increases the sense of belonging and job satisfaction in our site coordinators and contributes to a more positive and engaging work environment.

Challenges to staff retention

Program schedule: The irregular schedule / breaks in service make staff retention difficult. Sometimes an Activity Leader is passionate about their work and very good at it, but they're unable or unwilling to go jobless between program sessions. Also, the hours are difficult... 2:45 - 5:45 for 13 total hours a week. 13 hours a week is not enough to support most people. If an Activity Leader wants to get a second job so they can earn a livable salary, they have difficulty finding a job that has shifts outside of program hours.

Orientation/Training/PD challenge: Providing extra professional development and trainings for the Activity Leaders is much appreciated and well needed for our sites (like "how to use circles to support social and emotional learning"). This professional development comes at the expense of planning time or curriculum development because we only have so much time and money available. Reserving facilities for staff orientation is also challenging at times.

The following table shows the average number of staff who: 1) were funded by 21st CCLC, and 2) left and replaced with new hire during the school year. 100% of paid staff were funded by 21st CCLC funds.

AVERAGE STAFF FUNDING AND TURNOVER BY CENTER DURING SCHOOL YEAR

| Center Name | # of paid staff during school year | # of paid staff that were funded directly by the 21st CCLC grant | # of paid staff who left the program and were replaced during the school year with a new staff person |
|---------------------|------------------------------------|--|---|
| Greenway Elementary | 13 | 13 | 5 |
| McKay Elementary | 19 | 19 | 4 |

Staff Training

Professional development sessions were based on a specific need of either the school or our staff. In both schools, a lot of importance is placed on social and emotional learning and using community circles to build community and use restorative justice practices. We also asked each school's student success coach to provide training at our staff orientation so they can better describe the school demographics, student needs, and offer practical advice on how to best support the students.

| Center | Professional Development | # of Attendees | Length of Training |
|---------------------|--|----------------|--------------------|
| Greenway Elementary | SEL Training and Techniques | 6 | 60 minutes |
| Greenway Elementary | Restorative Justice in Schools and Using Circles | 6 | 60 minutes |

| | | | |
|----------------------------|--|---|-----------------|
| | in your Classroom | | |
| Greenway Elementary | ACES Adverse Childhood Experiences | 6 | 20 minutes |
| McKay Elementary | Food Handlers | 2 | 1 |
| McKay Elementary | Social Emotional Learning Professional Development | 8 | 1.5 |
| Greenway and McKay | 1:1 Meeting for Development | 5 | 30 minutes each |

SUMMARY OF STAFFING

Our staff is 68% Hispanic/Latinx and 28% male.

STAFFING SUMMARY

Observation:

Our staff is more representative of the students we serve in terms of race/ethnicity, and gender than the school day staff. Two thirds of CAFE staff are Hispanic/Latinx and 28% are male. In contrast, school day staff are less than 10% Hispanic/Latinx and less than 20% male.

Interpretation:

Our staff recruitment efforts have paid off. Our interview questions specifically ask candidates for their experience working with diverse populations and their ability to connect with historically underserved youth and their caregivers. We have a site coordinator with experience and connections in the community which allowed us to hire experienced staff from the beginning of year 1 programming. We have been fortunate to employ program staff who reflect the students we serve and have a heart for serving them.

Both site coordinators place a lot of importance on staff relationships with students. We seek qualified candidates who have a genuine desire to connect with our students. We notice and encourage good relationship-building practices. We look out for staff behavior that seems to suggest that they don't care about their students or the school and address it immediately. Both coordinators and programs value the importance of having a reliable and caring adult each student's life and want to make sure that students and families can depend on us.

II.D. PARTNERSHIPS

Year 1 Partnerships included:

1. Greenway Parent Teacher Organization (PTO) - Site Coordinator and Family Resource Coordinator attend PTO meetings when available and reaches out to PTO coordinator via email when unable to attend meetings. Site Coordinator and PTO share information about events with each other so we can support each other if possible, and bring guest presenters to share opportunities through Metropolitan Family Service. PTO has volunteered at family showcase. CAFE staff have supported many PTO events, such as school carnival and classroom parties. *McKay PTO is not listed as a partner, yet they are a collaborator and partner of CAFE.
2. Portland Junior Scientists – This is a girls group at a local high school. 2 or 3 members come once a week to do fun science experiments with our students. They plan their own lessons and bring their own supplies. They will continue teaching 4th and 5th grade students who will coach 2nd and 3rd grade. Site coordinators met with group leaders before programming started.
3. Si Senior Family Restaurant – They provided support for the first family CAFE event at Greenway in the form of chips and salsa for 100 people, napkins for 100, plastic ware for 100, and free delivery. This restaurant is in our community. CAFE staff met with manager to share some information about our schools and programs. CAFE bought food for family event at basic rate, but Si Senior helped out by giving some things for free (chips and salsa, napkins, and plastic ware for 100 people) as well as delivering it for free.

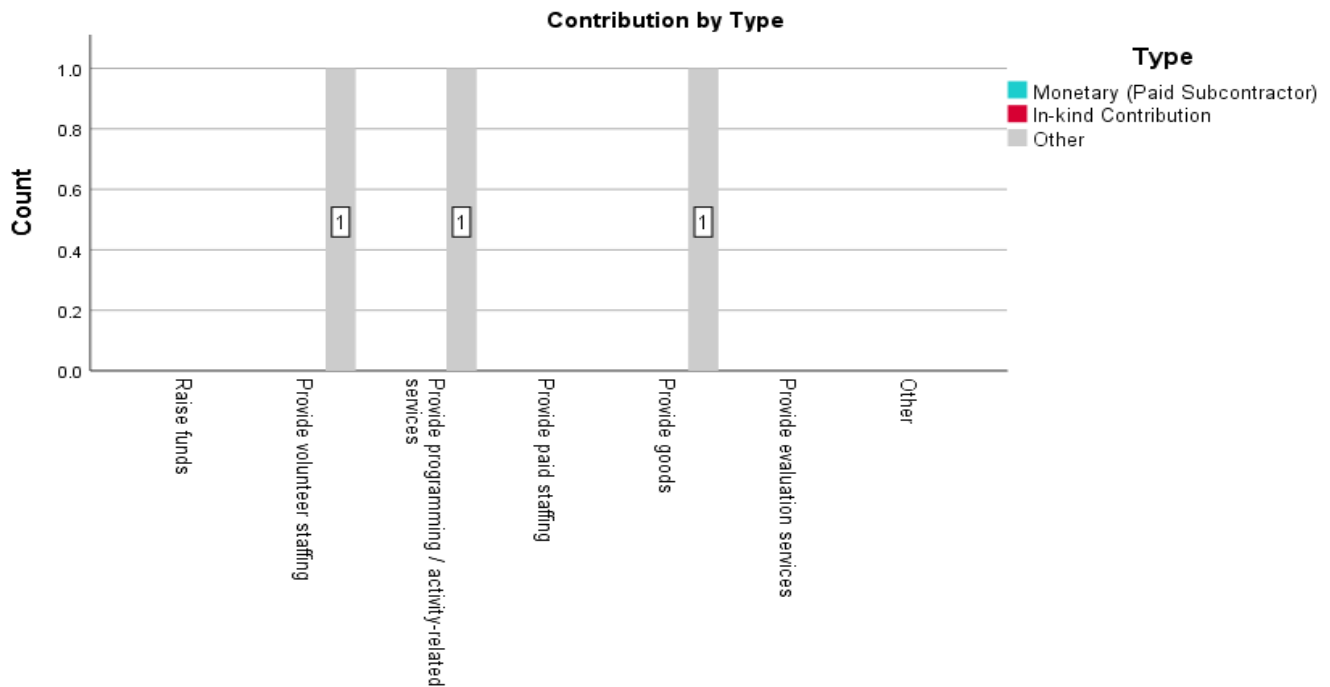


Barriers / Challenges:

- We are new in this community, and it takes time and work to create and build new partnerships. This has been a major focus; we continue to build relationships and we have established some very exciting partnerships for year two that will provide great opportunities for our students and families.
- Sometimes it is difficult to provide adequate space needed for the type of curriculum our partner provides, depending on time of day and building availability.

PARTNERS AS REPORTED TO STATE

| Partner Name | Organization Type | Primary Contribution |
|-----------------------------|------------------------------|---|
| Greenway PTO | Community-Based Organization | Provide volunteer staffing |
| Portland Junior Science | Community-Based Organization | Provide programming / activity-related services |
| Si Senior Family Restaurant | For-Profit Entity | Provide goods |



Observation:

Organizations we partner with and the support they provide include:

Portland Junior Scientists – This is a girls group at a local high school. 2 or 3 members come once a week to do fun science experiments with our students. They plan their own lessons and bring their own supplies. They will continue teaching 4th and 5th grade students who will coach 2nd and 3rd grade.

PTO – Volunteer staffing. 21st CCLC support PTO events. Support during open houses.

Si Senior Family Restaurant - provided goods/in kind donations for family orientation event.

Interpretation:

We recognize a need to create and build more partnerships to broaden the offerings and opportunities for our students and communities. For year two, we will be bringing in these new partners to address some of those needs:

- Oregon Zoo Animal Presenters this summer and fall.
- My New Red Shoes – shoes for students.
- Girls Inc, Americorps volunteer who will mentor students in SEL.
- Aikido classes.
- Chromebook for kids.
- AC Portland,
- Beaverton City Library

A photograph of a book fair in a school gymnasium. Parents and children are gathered around long tables filled with books. In the foreground, a boy is looking at a book titled 'PLANETS'. Other books visible include 'DEATH PENITENT', 'Hermida Triptote', and 'Nifty Punks'. A woman in a green hoodie is also looking at a book. In the background, more people are browsing, and a basketball hoop is visible on the wall.

II.E. SUSTAINABILITY

Site coordinators have been actively pursuing partnerships that are good for our school and our partners. For the future, we plan to seek partners who can provide different types of contributions. We plan to acknowledge the fact that our funding reduces in years 4 and 5 and that we are only funded for 5 years. We will explain that to our partners upfront and ask if they are able to commit to the school past year 5 (regardless if program is here or not).

Process Measures Summary (Reflection)

Strengths:

Student Selection/Enrollment: One of the greatest strengths of our program is our ability to identify, recruit, and serve our target population. 67% of Greenway and McKay students are from low-income households and 53% are students of color. Our project serves a higher percentage of students in these categories than the general population, 80% of the CAFE program population is low income and 63% are students of color.

Staff: Our staff look like the students we serve and have experience and heart for increasing the enrichment opportunities and social-emotional competencies of our participants.

Programming: We offer a broad range of programming for students and are on our way to tighter integration and support of the regular school day program.

Areas for Improvement:

1. Increase student participation and involvement (P1)
2. Expanding partnerships (P3)
3. Consistency in coordinators invited and participating in School Day Student Support Teams
4. Family Workshop Attendance (P2)
5. Implement stakeholder teams
6. Emergency Procedures

Priority Areas and Action Planning:

| Need/Issue to Be Addressed | Why is this important to your work with youth? |
|--|--|
| P1. Increase student participation and involvement | Students will benefit more from sustained participation in the program. Students will be more invested in the program if they have choice and are involved in programming decisions. |
| P2. Increase participation of families | Help parents assist at home to improve student educational success and their personal growth and development. |
| P3. Increase partnerships | Additional partnerships will help us increase the breadth of after school programming and address the diverse interests of our students. |
| | |

Part III. To What Extent are We Meeting 21st CCLC Grant Objectives?

The following Student Success story illustrates how our program is making a difference in the lives of our youth!

A 21st CCLC STUDENT'S STORY

McKay CAFE Afterschool Program

Family story

The CAFE Afterschool Program had the opportunity to collaborate with Tualatin Hills Recreation Park District to offer a swimming class to the students in the Afterschool program in McKay Elementary School.

There was one student in particular who came up to me and said “I love the CAFE program, this is my first time going into a swimming pool. Thank you, Ms. Arisbeth”. The CAFE students were able to experience a fun day at the pool and they’ll always remember this day. This has also been a grateful moment in my life, seeing the students arrive with their families, and a BIG smiles on their faces will be one of the greatest sanctifications I felt in my heart.

III.A. OREGON STATEWIDE PERFORMANCE GOALS / OBJECTIVES / INDICATORS

The following tables show the Oregon Statewide Goals, Objectives, and Indicators, along with our program (Grantee) results when applicable. It should be noted that this is the first year of a five-year grant cycle, and as such, the 2018-19 results showed be viewed as baseline data (i.e., our starting point).

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.

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|--|--|--|--|--------------------------|
| 1) 21st CCLC programs explicitly address appropriate grade level academic achievement standards and support students' progress toward graduating career and college ready. | Youth-Centered: Programs should focus on youth development, interest, and influence; provide experiential and age-appropriate activities; ensure relevant, authentic, and developmentally appropriate opportunities for youth voice and choice and ensure those opportunities are reflected in planning, programming, and opportunities for youth leadership; and intentionally support academic, social, and emotional competence-building. *Intentionality in activity and session design among staff responsible for the delivery of activities meant to support student growth and development in mathematics and reading/language arts. | Activity 3.1d: By December 31st 21 CLCC FRC supports identification and enrollment of children in new Preschool programs at both schools and works collaboratively with BSD to implement Early Kindergarten Transition services: 40 children entering Kindergarten and their families attend Kinder jumpstart transition activities prior to entering school. Activity 2.2b: By January 31, 2019, create Grades K-5 transition activities; 80% of all 5th graders participate in Middle School success plan, visits, and workshops. | a) 50% of 11-12th grade participants will report being prepared for college and/or career following graduation annually as measured by student surveys. | NA |
| | | | b) The graduation rate of 21st CCLC participants (12th grade) will be equal to or higher than the graduation rate of matched local sample as measured by state graduation data. | NA |
| | | | c) 50% of 21st CCLC 6-12 th 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. | NA |

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|---|--|---|--|---|
| 2) 21st CCLC programs increase the academic achievement of students who regularly attend the program. | | <p>Activity 1.1b: By October 31 2018, create and offer reading workshops segmented by age and reading proficiency that increase reading volume and reinforce children's choice and self-directed interest in reading. (e.g. Raz Kids and Bookworm) aligned with key school day technology apps to enhance Reading proficiency.</p> <p>Activity 1.2a: By October 31st 2018, create/enhance workshop-based maker spaces (at least 2 times per week) so that children apply school-day math and science curriculum, critical thinking skills, new vocabulary and alignment with BSD CTE offered in later grades.</p> <p>Activity 1.2b: By October 31st 2018, align and use school-based tech and applications to enhance after school math and science curriculum (e.g. Dream Box)</p> <p>Activity 1.2c : By April 2019,</p> | a) The math, reading/English, and science proficiency rates of 21st CCLC participants on the state assessment will be equal to or higher than proficiency rates of matched local sample as measured by state assessment data*. | NA (TBD 08/20/2020) |
| | | | b) 70% of 21st CCLC participants who are in need of improvement will demonstrate gains in math and reading/English performance annually as measured by school day teacher surveys. (GPRA) | 22.7% - Math (22/97) 36.1% - Reading (35/97) |

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|-----------------|--|---|---------------------|--------------------------|
| | | create STEAM summer camp for 4th and 5th graders | | |

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.

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|---|--|---|---|--------------------------------|
| 3) 21st CCLC programs provide youth-centered opportunities that reflect student voice and needs, and complement the school day. | (see above Youth Centered Activities) | Activity 2.2a: By October 31st Offer 2.5 hours of enrichment classes per day, 4 days per week. After school classes will occur in one summer session and three 9-week sessions aligned with each full school term. After school offerings will include music, art, sports (aligned with SEL and emotional regulation philosophy), health, nutrition, science, technology, robotics, math and gardening. | a) 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. | 67.1% (55/82) |
| | | | b) 70% of 21st CCLC students will report satisfaction with the activities offered at their local 21st CCLC program annually as measured by student surveys. | 70.4% (57/81) |
| | | | c) 70% of 21st CCLC students will report feeling academically supported by the local 21st CCLC program annually as measured by student surveys. | 67.1% (53/79) |

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|---|--|--|---|---|
| 4) 21st CCLC programs provide supportive learning environments that engage students in learning and promote positive youth development. | <p>a) Social and Emotional Learning and Active Engagement: Programs should be intentional in designing activities that promote youth resiliency and encourage reflection and higher order thinking; programming and activities should intentionally support high levels of youth engagement and expectation; the program environment and activities should cultivate a sense of belonging; and staff should receive training in and promote positive behavior supports for reframing conflict.</p> <p>b) Interactions and Relationships: Program staff at all levels should develop positive, ongoing connections between and among youth participants and adults in the program; staff should engage in collaboration and partnerships, strive to address barriers, and promote supportive and encouraging norms for youth and staff interaction.</p> | Activity 1.1c: By October 31st 2018 create and provide academic mentoring and tutoring to students demonstrating either persistent absence from school or difficulty completing homework or classwork on time. | a) All 21st CCLC centers will meet at least 90% of their annual attendance targets as measured by student roster. | 100% of centers (refer to center level results) |
| | | Activity 2.1c : By October 31st 2018, offer SEL groups/activities (e.g. gender affinity groups to advance positive gender identity, positive peer interactions, mindfulness etc.) | b) At least 75% of school year participants will be regular attendees (30+ days) as measured by attendance records. (this is per grant requirement) | 67% (128/191) |
| | | Activity 1.2d: by April 2019 create STEAM 'internship' program for 5th graders graduating to middle school who will become STEAM junior coaches for 3-5th graders. | c) 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 | 32.0% (31/97) |
| | | Activity 3.2b : By November 2018 the FRC will implement Family Leadership Team at each site, to meet quarterly and coordinate their | d) 70% of 21st CCLC participants who are in need of improvement will demonstrate positive changes in home- and school-work completion and class participation annually as measured by school day teacher surveys. GPRA | 27.8% (27/97) |
| | | | e) The school attendance rates of 21st CCLC participants will be equal to or higher than attendance rates of matched local sample annually as measured by ODE-provided attendance data. | NA (TBD 08/20/2020) |
| | | | f) The school suspension rates of 21st CCLC participants will be equal to or lower than suspension rates of matched local sample annually as measured by ODE-provided suspension data. | NA (TBD 08/20/2020) |

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|-----------------|--|---|---|---|
| | | participation in the stakeholder team. | g) 85% of 21st CCLC students will report positive student-adult relationships at the program annually as measured by student surveys. | 80.8% (63/78) |
| | | | h) 70% of 21st CCLC students will report sense of belonging at the program annually as measured by student surveys. | 68.8% (53/77) |
| | | | i) 50% of 21st CCLC students will report resilient and self-regulatory behaviors annually as measured by student surveys. | 73.3% (55/75)- Self Regulation 80.5% (62/77)- Resiliency |

Goal 3: 21st Century Community Learning Center 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.

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|---|---|--|--|--------------------------|
| 5) 21st CCLC programs provide opportunities to engage families in their children's education and offers families their own literacy training and related educational development. | Offer literacy supports for families; Steps are taken by the center to reach out and communicate with parents and adult family members of participating students. | Activity 3.1a: By Nov. 30 2018, 21 CCLC Site Coordinator and FRC create meaningful, culturally responsive family education and alignment workshop series/schedule. The series will begin in the 2nd session and focus on improving family knowledge of literacy and educational development. | a) 70% of parents/caregivers of 21st CCLC students will report satisfaction with level of communication from program staff annually as measured by parent surveys. | 66.7% (18/27) |
| | | | b) 70% of parents/caregivers of 21st CCLC students will report knowledge and awareness of student progress and activities in the 21st CCLC program annually as measured by parent surveys. | 74.1% (20/27) |

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|-----------------|--|--|--|---|
| | | <p><u>Activity 3.1b:</u> By Oct. 31 2018, all 21CCLC after school staff are trained in BSD Seesaw family communication and engagement App.</p> <p><u>Activity 3.1c:</u> By September 15th 2018, a culturally responsive, bilingual (Spanish) family resource coordinator (FRC) is hired; by January 31, 2019 meets/contacts 80% of all participating families.</p> <p><u>Activity 3.2a:</u> By June 30th 2019, 80% of families with children enrolled in 21CCLC have attended at least 2 family engagement program offerings (e.g., financial literacy, economic empowerment).</p> | c) 100% of 21st CCLC centers will offer family members with educational opportunities by Year 2 of the grant as measured by program administrator surveys. | <p>NA (TBD 08/20/2020) (Statewide Results)</p> |

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

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|---|---|---|---|--------------------------------------|
| 6) 21st CCLC programs provide equitable opportunities for learning that utilize culturally responsive practices to meet the needs of students who attend high poverty and low-performing schools. | a) Programs will target students in high-poverty areas and those who attend low-performing schools; b) Diversity, Inclusion, Access, and Equity: Programs should ensure that they are available and accessible for all youth; programs should develop and implement policies, and practices focused on respecting and supporting diverse youth participants and families, keeping context at the forefront; program should support staff in building cultural competence among staff and with youth through culturally responsive practices, activities, and opportunities. | <p><u>Activity 1.1a:</u> By October 31 2018, hire train 21CCLC staff (approximately 15:1 ratio)</p> <ul style="list-style-type: none"> Social and Emotional Learning is a focus of staff training. Cultural context is included in staff orientation. Staff is invited to school staff development trainings. <p><u>Activity 2.1a:</u> By October 31st All 21CCLC staff are trained on an ongoing basis in BSD SEL and trauma-informed philosophy, Restorative Justice Principles, collaborative problem solving, and Positive Behavioral Intervention and Supports (PBIS). 21CCLC staff will also be trained in Behavioral Health First Aid.</p> <ul style="list-style-type: none"> School staff is educated on CAFE program and goals and structure. This helps them identify students who can best be helped by program. Teachers also help spread information and promote | a) 100% of grantees will serve a student population with at least 50% receiving free/reduced lunch annually as measured by student attendance and demographic data (APR). (this is per grant requirement) | 79.9% (143/179) |
| | | | b) The demographic distributions (ethnicity, gender, ELL, special education, homeless) of 21st CCLC participants will be similar or higher (5% and above difference) to those found within feeder schools as measured annually by student attendance/demographic data (APR) and school-wide demographics (ODE). | NA (TBD 08/20/2020) |
| | | | c) 100% of 21st CCLC centers will meet quality indicators for Diversity, Inclusion, Access, and Equity as documented by the Program Reflection Tool by the 3rd year of the grant. | Not available in Year 1 |

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|-----------------|--|---|---------------------|--------------------------|
| | | <p>program with their whole class.</p> <p><u>Activity 2.1b</u> : By October 31st The 21CCLC Site Coordinator and FRC will work with BSD Student Success Coach, Intervention Specialist, and school counselors/psychologist and school social workers to offer wrap-around technology, robotics, math and gardening.</p> <ul style="list-style-type: none"> • Site coordinators meet with key members of school staff (principal, counselor, student success coach, classroom teachers) to identify which students have the highest need and those students are targeted first for recruitment. • After outreach to referrals, enrollment is open to all students 1st-5th. Registration forms are sent to all students. Information about the program is in English and Spanish. • Site coordinators meet with students, families | | |

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|-----------------|--|--|---------------------|--------------------------|
| | | <p>and school staff to develop success plan for students who have a hard time being successful in school; helping them identify any lacking skills and develop them.</p> <p><u>Activity 3.1a</u>: By Nov. 30 2018, 21 CCLC Site Coordinator and FRC create meaningful, culturally responsive family education and alignment workshop series/schedule. The series will begin in the 2nd session and focus on improving family knowledge of literacy and educational development.</p> <p><u>Activity 3.1c</u> : By September 15th 2018, a culturally responsive, bilingual (Spanish) family resource coordinator (FRC) is hired; by January 31, 2019 meets/contacts 80% of all participating families.</p> <p><u>Activity 3.2 c</u>: By December 31st 2018 FRC will develop and implement process to</p> | | |

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|--|---|---|---|--------------------------------|
| | | survey families on an ongoing basis to inform continuous improvement processes and elevate the use of culturally responsive approaches and practices. | | |
| 7) 21st CCLC programs recruit and engage community/school partners to expand capacity for program offerings and for sustaining the program beyond the grant period | <p>a) Partnerships: Programs should strive for engagement with and outreach to schools, families, and communities and promote complementary alignment of school day and afterschool through regular communication, resource allocation, and data-sharing.</p> <p>b) Sustainability: Programs should be engaging in continuous planning and assessment to ensure fiscally sustainable programming.</p> | Activity 1.2d: by April 2019 create STEAM 'internship' program for 5th graders graduating to middle school who will become STEAM junior coaches for 3-5th graders. | a) 100% of 21st CCLC centers will meet quality indicators for Partnerships as documented by the Program Reflection Tool by the 3rd year of the grant. | Not available in Year 1 |
| | | <ul style="list-style-type: none"> Partners secured in year one: Portland Junior Scientists | b) 90% of school day teachers will report satisfaction with communication and collaboration with 21st CCLC program staff to reinforce and complement the school day as measured by annual school day teacher surveys. | 62.2% (23/37) |
| | | <p>Activity 2.1a: By October 31st All 21CCLC staff are trained on an ongoing basis in BSD SEL and trauma-informed philosophy, Restorative Justice Principles, collaborative problem solving, and Positive Behavioral Intervention and Supports (PBIS). 21CCLC staff will also be trained in Behavioral Health First Aid.</p> <ul style="list-style-type: none"> CAFE program has a strong partnership with District staff. <p>Activity 2.1b : By October</p> | c) 100% of grantees will have a sustainability plan by mid-Year 3 of the grant as measured by Program Reflection Tool. | Not available in Year 1 |

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|-----------------|--|--|---------------------|--------------------------|
| | | <p>31st The 21CCLC Site Coordinator and FRC will work with BSD Student Success Coach, Intervention Specialist, and school counselors/psychologist and school social workers to offer wrap-around services for enrolled children or families in need of behavioral/mental health support.</p> <ul style="list-style-type: none"> • CAFE program has a strong partnership with school staff. Weekly meetings with principal, school day staff meetings, monthly PTO meetings. Attend and participate in school events, such as STEM night, school carnivals. Regular communication with teachers as needed with classroom management concerns, space usage, academic or social needs of students. <p>Activity 3.1a: By Nov. 30 2018, 21 CCLC Site Coordinator and FRC create meaningful, culturally responsive family education and alignment</p> | | |

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|-----------------|--|--|---------------------|--------------------------|
| | | <p>workshop series/schedule. The series will begin in the 2nd session and focus on improving family knowledge of literacy and educational development.</p> <p>Activity 3.1d : By December 31st 21 CLCC FRC supports identification and enrollment of children in new Preschool programs at both schools and works collaboratively with BSD to implement Early Kindergarten Transition services: 40 children entering Kindergarten and their families attend Kinder jumpstart transition activities prior to entering school.</p> <p>Activity 3.2a : By June 30th 2019, 80% of families with children enrolled in 21CCLC have attended at least 2 family engagement program offerings (e.g., financial literacy, economic empowerment).</p> <ul style="list-style-type: none"> Partnerships in Year 1: <ul style="list-style-type: none"> Greenway PTO Si Senor Family Restaurant LifeWorks NW | | |

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|--|---|--|---|---------------------------------------|
| | | ❖ Program coordinators set and maintain budgets for the year and meet quarterly with supervising manager and MFS Finance Department to ensure fiscally stable programming. | | |
| 8) 21st CCLC programs provide a safe, nutritious and healthy environment for all students. | <p>a) Physical Environment: Programs should ensure that there is indoor and outdoor space necessary for the program to fully operate and is appropriate for all planned activities.</p> <p>b) Safety, Health, and Nutrition: Programs should ensure the emotional and physical safety of youth and staff; provide a healthy, welcoming, and accommodating environment; ensure that emergency preparedness is a priority; and provide nourishment based on health and wellness standards for children and youth.</p> | <p><u>Activity 2.1b</u> : By October 31st The 21CCLC Site Coordinator and FRC will work with BSD Student Success Coach, Intervention Specialist, and school counselors/psychologist and school social workers to offer wrap-around services for enrolled children or families in need of behavioral/mental health support.</p> <ul style="list-style-type: none"> • Staff learn the district protocols for different emergencies, staff practice evacuation routes and procedures, a safety plan specific to after school hours was created, MFS and BSD staff met with the Beaverton police chief to learn about the surrounding community and solidify safety plans | a) 50% of youth and parents will report importance of nutritional support provided by center as measured by annual student/parent surveys. | 85.7% (66/77) – Student Survey |
| | | | b) 90% of 21st CCLC students will report feeling safe at the program and on their way to/from program annually as measured by annual student surveys. | 88.9% (24/27) – Student Survey |
| | | | c) 100% of grantees will have an emergency preparedness plan by Year 2 of the grant as measured by Program Reflection tool. | 88.3% (68/77) |
| | | | | Not available in Year 1 |

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|-----------------|--|--|---------------------|--------------------------|
| | | <p>for after school.</p> <ul style="list-style-type: none"> • Program staff meet with school staff to learn about specific needs of certain students and follow school safety protocols. Program uses school's PBIS model in order to ensure physical and emotional safety. <p><u>Activity 2.2a:</u> By October 31st Offer 2.5 hours of enrichment classes per day, 4 days per week. After school classes will occur in one summer session and three 9 week sessions aligned with each full school term. After school offerings will include music, art, sports (aligned with SEL and emotional regulation philosophy), health, nutrition, science, technology, robotics, math and gardening.</p> <ul style="list-style-type: none"> • Both programs have indoor classrooms and outdoor areas. Students use both indoor and outdoor spaces daily. • Students are served | | |

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|---|--|---|---|--|
| | | dinner by BSD Nutrition Services daily. Program goal is to always be a welcoming and safe environment. Staff work with parents and teachers to make sure that all families are welcome and accommodations are made as needed. | | |
| 9) 21st CCLC programs implement high quality operations and evidenced-based activities that are regularly evaluated through a continuous improvement process. | <p>a) Program Administration: Programs should have and be driven by a clear vision, mission, and purpose; operation is supported by well-documented policies and procedures; staff have appropriate levels of structure, guidance, and autonomy.</p> <p>b) Staff Qualifications and Staff Development: Programs should ensure adequate staffing and recruit and retain highly skilled personnel; provide ongoing professional development at all staff levels; ensure staff have an understanding of targeted and diverse learning strategies; and promote a consistent staff presence throughout the program offering.</p> <p>c) Evaluation and Continuous Improvement: Programs should have systems in place for ongoing data collection,</p> | Activity 1.1a: By October 31 2018, hire train 21CCLC staff (approximately 15:1 ratio) | a) 90% of 21st CCLC parents will report value and satisfaction with center/programming as measured by annual parent surveys. | 96.3% (26/27) |
| | | <u>Activity 3.1c:</u> By September 15th 2018, a culturally responsive, bilingual (Spanish) family resource coordinator (FRC) is hired; by January 31, 2019 meets/contacts 80% of all participating families. | b) 90% of staff report satisfaction with communication & support from program administrators as measured by annual staff survey. | 83.3% (10/12) |
| | | Activity 2.1a: By October 31st All 21CCLC staff are trained on an ongoing basis in BSD SEL and trauma-informed philosophy, Restorative Justice Principles, collaborative problem solving, and Positive Behavioral Intervention and Supports (PBIS). 21CCLC staff will also be | c) 90% of 21st CCLC staff will report satisfaction with state-provided trainings/ professional development annually as measured by training evaluations. [State Outcome Only] | NA (TBD 08/20/2020) (Statewide Result) |
| | | | d) 90% of 21st CCLC staff will report an increase in knowledge/ skills following state provided trainings / professional development annually as measured by training evaluations. [State Outcome Only] | NA (TBD 08/20/2020) (Statewide Result) |
| | | | e) 90% of 21st CCLC administrators and staff will report having a culture of data-driven decision making by Year 2 as measured by program administrator surveys. | 57.8% (Statewide Result) |

| State Objective | Elements of Quality Programming / Oregon Leading Indicator | Program Activities aligned to Objective and Element(s) of Quality Programming | Measure (Indicator) | Baseline Results 2018-19 |
|-----------------|--|---|---------------------|--------------------------|
| | assessment, and reflection using program data; programs should engage in regular and ongoing action planning for continuous improvement. | <p>trained in Behavioral Health First Aid.</p> <p>Activity 3.2 c: By December 31st 2018 FRC will develop and implement process to survey families on an ongoing basis to inform continuous improvement processes and elevate the use of culturally responsive approaches and practices.</p> | | |

Outcome Results by Centers

The following table shows results for each center (see PCT rows which represent the percents obtained). Objectives met are in green cells and objectives not met are in light red.

| Center Name | Greenway Elementary | McKay Elementary |
|------------------------|---------------------|------------------|
| OBJ1a_Numerator | | |
| OBJ1a_Denominator | 0.0 | 0.0 |
| OBJ1a_PCT | | |
| OBJ1c_Numerator | | |
| OBJ1c_Denominator | 0.0 | 0.0 |
| OBJ1c_PCT | | |
| OBJ2b_Math_Numerator | 8.0 | 14.0 |
| OBJ2b_Math_Denominator | 69.0 | 28.0 |
| OBJ2b_Math_PCT | 11.6 | 50.0 |
| OBJ2b_Read_Numerator | 18.0 | 17.0 |
| OBJ2b_Read_Denominator | 69.0 | 28.0 |
| OBJ2b_Read_PCT | 26.1 | 60.7 |
| OBJ3a_Numerator | 33.0 | 22.0 |
| OBJ3a_Denominator | 45.0 | 37.0 |
| OBJ3a_PCT | 73.3 | 59.5 |
| OBJ3b_Numerator | 33.0 | 24.0 |
| OBJ3b_Denominator | 45.0 | 36.0 |
| OBJ3b_PCT | 73.3 | 66.7 |
| OBJ3c_Numerator | 27.0 | 26.0 |
| OBJ3c_Denominator | 45.0 | 34.0 |
| OBJ3c_PCT | 60.0 | 76.5 |
| OBJ4a_Target_Numerator | 75.0 | 75.0 |
| OBJ4a_90%_of_Target | 67.5 | 67.5 |
| OBJ4a_Total_Served | 104.0 | 87.0 |

| Center Name | Greenway Elementary | McKay Elementary |
|---------------------------------|---------------------|------------------|
| OBJ4a_Met? | Met | Met |
| OBJ4b_SY_Reg_Numerator | 68.0 | 60.0 |
| OBJ4b_SY_Reg_Denominator | 104.0 | 87.0 |
| OBJ4b_SY_Reg_PCT | 65.4 | 69.0 |
| OBJ4c_Behavior_Numerator | 15.0 | 16.0 |
| OBJ4c_Behavior_Denominator | 69.0 | 28.0 |
| OBJ4c_Behavior_PCT | 21.7 | 57.1 |
| OBJ4d_HomeworkClass_Numerator | 13.0 | 14.0 |
| OBJ4d_HomeworkClass_Denominator | 69.0 | 28.0 |
| OBJ4d_HomeworkClass_PCT | 18.8 | 50.0 |
| OBJ4g_Numerator | 36.0 | 27.0 |
| OBJ4g_Denominator | 44.0 | 34.0 |
| OBJ4g_PCT | 81.8 | 79.4 |
| OBJ4h_Numerator | 24.0 | 29.0 |
| OBJ4h_Denominator | 40.0 | 37.0 |
| OBJ4h_PCT | 60.0 | 78.4 |
| OBJ4iSR_Numerator | 34.0 | 21.0 |
| OBJ4iSR_Denominator | 41.0 | 34.0 |
| OBJ4iSR_PCT | 82.9 | 61.8 |
| OBJ4iR_Numerator | 34.0 | 28.0 |
| OBJ4iR_Denominator | 41.0 | 36.0 |
| OBJ4iR_PCT | 82.9 | 77.8 |
| OBJ5a_Numerator | 7.0 | 11.0 |
| OBJ5a_Denominator | 10.0 | 17.0 |
| OBJ5a_PCT | 70.0 | 64.7 |
| OBJ5b_Numerator | 9.0 | 11.0 |
| OBJ5b_Denominator | 10.0 | 17.0 |

| Center Name | Greenway Elementary | McKay Elementary |
|---------------------------|---------------------|------------------|
| OBJ5b_PCT | 90.0 | 64.7 |
| OBJ6a_FRL_Numerator | 84.0 | 59.0 |
| OBJ6a_FRL_Denominator | 98.0 | 81.0 |
| OBJ6a_FRL_PCT | 85.7 | 72.8 |
| OBJ7b_Numerator | 16.0 | 7.0 |
| OBJ7b_Denominator | 25.0 | 12.0 |
| OBJ7b_PCT | 64.0 | 58.3 |
| OBJ8a_Numerator_Student | 32.0 | 34.0 |
| OBJ8a_Denominator_Student | 41.0 | 36.0 |
| OBJ8a_PCT_Student | 78.0 | 94.4 |
| OBJ8a_Numerator_Parent | 9.0 | 15.0 |
| OBJ8a_Denominator_Parent | 10.0 | 17.0 |
| OBJ8a_PCT_Parent | 90.0 | 88.2 |
| OBJ8b_Numerator | 37.0 | 31.0 |
| OBJ8b_Denominator | 41.0 | 36.0 |
| OBJ8b_PCT | 90.2 | 86.1 |
| OBJ9a_Numerator | 10.0 | 16.0 |
| OBJ9a_Denominator | 10.0 | 17.0 |
| OBJ9a_PCT | 100.0 | 94.1 |
| OBJ9b_Numerator | 5.0 | 5.0 |
| OBJ9b_Denominator | 6.0 | 6.0 |
| OBJ9b_PCT | 83.3 | 83.3 |

Additional Survey Results

Surveys were obtained from Caregivers, Students, Teachers, Administrators, and Staff.

Caregiver survey results reflect high levels of satisfaction with the program. 100% of respondents agreed that their child benefitted from participating in the program and that they were satisfied with the program. 86% of respondents report that the program meets the individual needs of their child and 97% of caregivers agree that sending their child to the program has been worthwhile for their family.

Student survey results are more mixed. 78% of students in grades 2-5 report liking the program and 68% like the activities. 64% of participants report that the programming is helping them in their regular school day. 58% of students report that staff care about them and 45% that staff help them.

III.B. LOCAL OBJECTIVES AND INDICATORS



Objectives and Indicators: Indicators are ways of measuring (indicating) that progress on your programs or projects is being achieved, with 'progress' being determined by the aims and objectives of an initiative. Indicators are used to measure the impact of interventions and to monitor the performance of programs or projects in relation to *pre-determined targets*. Remember to keep these "SMART²."

| Local Objective | Local Indicator | Local Level Activities aligned to Objective | Summary of 2018-19 Grantee Result (include data analysis methods employed) |
|--------------------------------|-----------------|---|---|
| No Additional Local Objectives | | | |

Outcome Measures Summary (Reflection)

Strengths:

We had many strengths in our outcome data, but here were the main areas: Parents are feeling informed, seeing the value of 21st CCLC CAFE Programming and highly appreciating the nutritional food support that program brings. Students are liking the programming that is being offered, they feel their voice is being included and are feeling safe and that CAFE does provide caring adults that work with them. Student feedback showed a 20 to 30 percent higher score than our goal for students scores in resiliency and self-regulation. According to the Free and Reduced Lunch numbers we see that we are hitting the right or targeted students to attend programs.

Areas for Improvement:

Some identified areas for improvement:

- Families feel informed, but they would like more communication from CAFE staff. So we will need to see what other ways we can stay connected with families.
- We are targeting the correct students, we need to find ways to keep students engaged for longer time frames to hit our regular attendee goals.
- The GRPA shows that only 30% to 20% of our students showed improvement. We need to find ways to be more academically supportive as students reported this as a need and the GRPA scores show the need.
- Teachers are not feeling that they are being very well communicated with or collaborated with, and this area needs to be improved to create a supportive school environment and therefore a more overall supportive program for students.

| Need/Issue to Be Addressed | Why is this important to your work with youth? |
|--------------------------------------|---|
| Increased Regular Attendance | More program time with students makes students feel more supported academically, increases their growth/improvement in testing, and creates more opportunity for the child to feel an overall sense of belonging in their school community and overall success. |
| Stronger Communication/Collaboration | Increased Communication with Parents and Teachers will provide students more opportunities to connect with program offerings, and the program offerings to be more intentional and impactful for students, leading to an increase in student overall success. |

Part IV. Conclusion and Dissemination of Evaluation Findings

Summary Narrative

Overall, our program has been successful as the community has embraced it. Students are feeling safe and a sense of belonging. Students also feel that their voices are being heard, and that CAFE is bringing additional caring adults in their lives. A trend across both sites is that Reading and Math need to have a stronger presence or a more intentional role in CAFE programs. Gains are being made, but additional coordinated collaboration is needed to bring improvement in testing.

Many of the outcomes that were not achieved were due to this being Year 1 of the program/grant. Program staff and school/district were still finding ways to collaborate, share information and create systems. Overall, programs were successful with the families they served because there was an excellent effort to provide quality service.

Recommendations and Lessons Learned

Suggestions for next year are to recruit more students and try to create programming that will engage them for longer amounts of time, and be an intentional use of student time by increased collaboration with school-day staff. We also hope to engage more partners in an effort to bring more highly engaging program offerings and therefore more students enrolled in CAFE, as well as partnerships that will support creative sustainable programming beyond the grant. Finally, we want to increase relationships with Parents, so they are feeling more informed, and that the opportunities / offerings that are for them are more utilized.

Lessons learned this year:

- Reading Level Intentionality- Although we did not quite hit our target we were pleased with the growth we saw in reading in our site that did some intentional, targeted reading level-specific support for our students. Program staff were informed of each student's reading level and trained on how to identify reading levels in literature and how to label/tag those books in a non-stigma way to be sure that students were accessing and engaging with level-appropriate literature.
- Stakeholders- In year one we learned the importance of stakeholder meetings. We saw how important it is to include everyone at the table for collaboration at district and building levels. Additional guidance on these stakeholder meetings and their importance for district/building/program staff would be beneficial all 21st CCLC programs

Dissemination of Evaluation

Stakeholders have been engaged in reviewing the local evaluation report data, contributing to the narrative of the report, and identifying priorities for the action plan.

The local evaluation report is posted on the District's [Research & Reports Webpage](#). An Executive Summary will be constructed with a link to the full report and disseminated to stakeholders including parents, school and program staff and partners.