



21st Century Community Learning Center Grant: 2018-19 Local Evaluation Report

Curry Public Library

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Centers	Curry Public Library-Riley Creek
Feeder Schools	Riley Creek/Gold Beach High School

NOTE: Grantees are responsible for the accuracy and completeness of this report.



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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” 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

PROGRAM OVERVIEW:

The Curry Public Library After School Student Commitment to Education and Development (ASCEND) Program is a collaboration between Curry Public Library (CPL) and the Central Curry School District 1 (CCSD1.) ASCEND will offer safe, structured, and supervised quality after school programming for students in 6-8 grade at Riley Creek School in Gold Beach. Programming will: 1) provide opportunities for enrichment and tutoring to help students meet state standards in language arts and mathematics through structured study time and tutoring assistance from staff, volunteers, and high school mentors; 2) work with community partners to offer an array of activities to broaden horizons and promote learning; 3) help students navigate the transition from middle to high school through a bridge program; and 4) promote meaningful dialogue with students’ families, including opportunities for parents and guardians to develop skills to engage in students’ academic lives. Ultimately, we expect this program to improve the overall health, well-being, and achievement of the participating students. CCSD1 serves a rural, isolated community of 5,357 residents including Agness, Gold Beach, Nesika Beach, Ophir and Pistol River (censusreporter.org, 2015 data). The area is served by two schools, Riley Creek School (K-8) and Gold Beach High School (9-12.) With over 63% of students eligible for free/reduced lunch, Riley Creek School is a Title I school. Budget cuts over the last two decades have led to reduced academic opportunities for students, and limited access to one-on-one help for students falling behind or failing to meet state benchmarks. Most students have little access to constructive, safe, and engaging activities outside of school hours, with exceptions being sports, a once-a-week “Power Hour” study program, and faith-based youth groups that meet once a week.

PROGRAM GOALS/OBJECTIVES:

The Curry Public Library-ASCEND program has 19 focused objectives, the objectives are grouped into 5 target areas. Ultimately, the program’s primary objective is to support middle & early high school students in their education and enrichment opportunities. As the budget for the Central Curry School District continues to dwindle the additional educational and enrichment opportunities are the first items to be cut. The five focus areas include: Core academic enrichment, exploratory learning, life skills and work readiness, high school readiness, and student/family engagement.

HISTORY AND LOCAL CONTEXT:

The community of Gold Beach was hit particularly hard during the recession of 2007-2009 and is still struggling to regain what was lost during that extremely difficult economic time. Unemployment in Curry County is still one of the highest in the state at 5.5%, while the state average is 4%. It is estimated that the Central Curry School District has a homeless population of about 15% and 70% are on free & reduced lunch. Families are in poor economic condition and there are very few support systems to help those in

need. Housing costs are out of reach for most families, leading to large families living in tents or small, inadequate travel trailers. These demographic factors play an important role in kids and their attempts to be successful in school. The need to provide after school support was apparent, the 21st CLCC grant was an opportunity to provide a solution.

CHANGES IN GRANT:

Overall, there were not any major changes to the grant. It became clear quickly that some of the objectives would be extremely difficult to meet. Having monthly family dinners, was going to be too labor intensive. Instead we held family events once every quarter and they were largely attended. Not all the proposed program partners were able to coordinate programming, but were still interested in trying for the following year.

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

All students were informed about the program. Because CCSD is small, there was no specific targeting. However, the youth that needed additional help were asked to participate in the program by school staff. Almost every middle school student had a permission form completed, which was to ensure that if they needed help, they could attend immediately. The ASCEND program is used as a resource for high- needs youth, the special education teacher, and behavior coordinator to be an option to assist with academics and offer enrichment opportunities in a smaller group setting. The school is not particularly diverse, with currently only two ELA students, and one is in High School and the other graduated from ELA services. All students are provided the opportunity to attend and have a voice in the programs and activities hosted by ASCEND.

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%	86	69.4%
b) Students attending 30-59 days*	0	0.0%	37	29.8%
c) Students attending 60-89 days*	0	0.0%	1	0.8%
d) Students attending 90+ days*	0	0.0%	0	0.0%

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.

Total Attendees**	0	0.0%	124	100.0%
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*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.

**54.5% of our students have attended our program
30 or more days during the school year.**

Due to a lack of understanding how EZ reports calculated and provided data, the data is not an accurate reflection of the actual percentages. Other grade levels are included in EZ reports because of coordinated efforts, however, those ages groups are not able to attend the program every day, so they are not included in the below calculations. The top two calculations are specific to our grant, we identified them as markers.

There were a total of 101 kids enrolled in the program between the grades 4th-8th. The chart of the calculations by Karlie Wright are represented in the table below.

	Summer 2018		Fall-Spring 2018-19 School Year	
	Count	Percent	Count	Percent
Percentage of total who attended at least 1 time.			91	90%
Total number of students who attended over 30 days			55	54.5%
a) Students attending less than 30 days	0	0.0%	41	40.5%
b) Students attending 30-59 days*	0	0.0%	39	38.6%
c) Students attending 60-89 days*	0	0.0%	8	7.9%
d) Students attending 90+ days*	0	0.0%	3	2.9%
Total Attendees**	0	0.0%	101	100.0%

Student Retention Strategies

Retention has included adding an option for after school academic help at the high school for the new freshmen and sophomores. Including specific athletics/extracurricular academic times has ensured that the students participating in sports or other school sponsored activities can attend ASCEND as well. This has allowed ASCEND to build relationships with students who may otherwise not be able to attend. Program staff are also present throughout the school day to remind kids of upcoming activities. Students

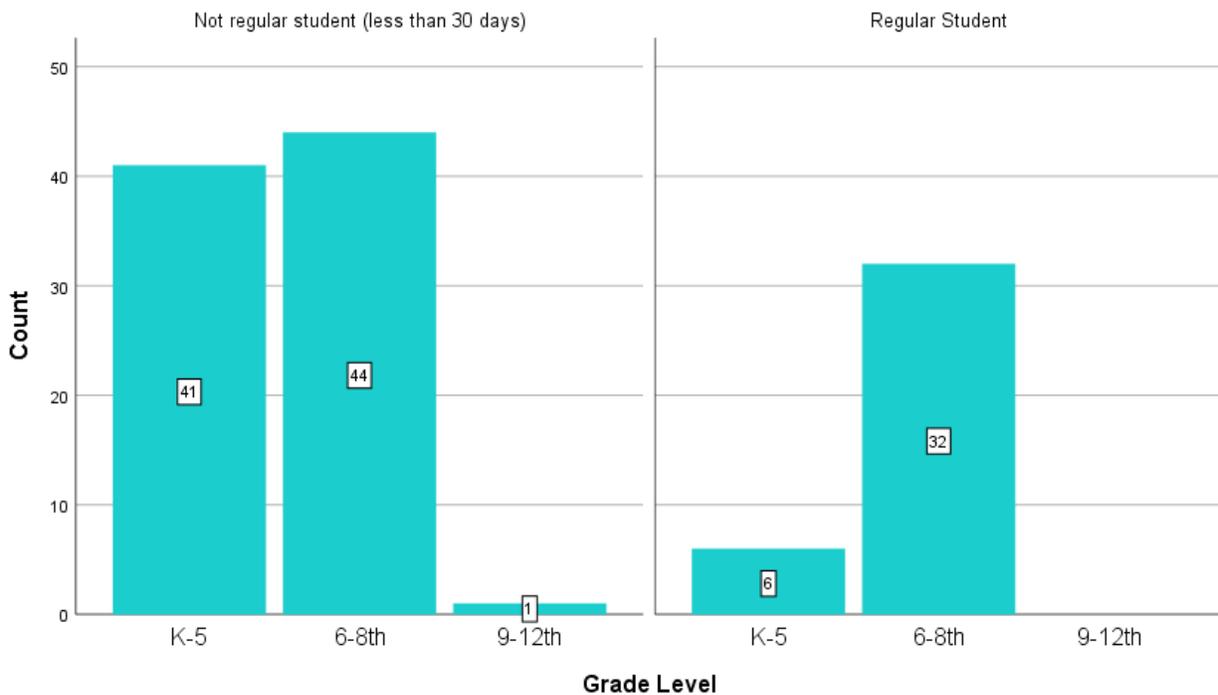
are provided an opportunity to have a voice in the programming offerings; this is done by meeting with the students in a classroom setting, where the program goals are explained and then the kids can suggest activities or programs. Every idea is written down and acknowledged even if it is not a viable option. An attempt has been made to provide programs that last over 6-8 weeks, encouraging the kids to come continually. Successful programs are planned again for the upcoming year. Overall, continually being present at the school throughout the school day has helped increase regular attendance and overall daily attendance.

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	6	1	7	13	14	18	15	11	0	1	0	0	0
	Regular*	0	0	0	0	2	1	3	6	11	15	0	0	0	0	0
	Total	0	0	6	1	9	14	17	24	26	26	0	1	0	0	0

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

Total Students by Grade Level and Regular Student



Observation:

Again, after working with Miriam and EZ Reports, it is clear our data is not completely accurate. This has been helpful in being able to streamline our future data entry with EZ Reports and be able to receive an accurate reflection of attendance data.

Interpretation:

Because our program operates at two separate sites it is difficult to get a clear attendance percentage. Kids could not be attending both sites at the same time, so the information should be added together. By daily observation most of our kids were regular attendees. Overall, there should not be concern in relation to attendance data, the program has picked up steam throughout the summer and now fall.

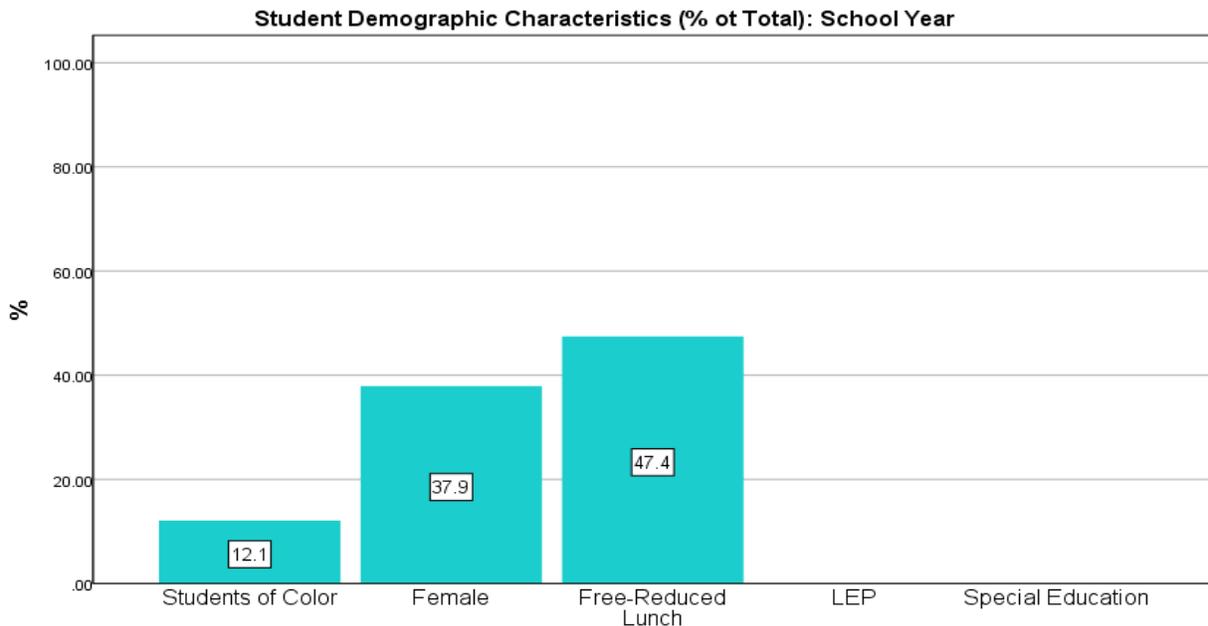
TOTAL ATTENDANCE BY DEMOGRAPHICS AND CENTERS

	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	%
Riley Creek School K-8	124	38	109	88%	1	1%	8	6%	0	0%	1	1%	0	0%	5	4%	0	0%
Total	124	38	109	88%	1	1%	8	6%	0	0%	1	1%	0	0%	5	4%	0	0%

*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	%
Riley Creek School K-8	77	62%	47	38%	0	0%	0	0%	41	53%	37	47%	0	0%	0	0%
Total	77	62%	47	38%	0	0%	0	0%	41	53%	37	47%	0	0%	0	0%

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



*Valid percents are shown (number of students in category divided by # of students in category + students not in category).

SUMMARY OF STUDENT CHARACTERISTICS

47.4% of our students were free and/or reduced lunch eligible.

Observation:

The school district switched to a new school tracking system last year and several of the above categories were not available for us to access until much later in the year. The free & reduced lunch was self-reported, it is most likely higher than the reported number. However, the individual class demographics of the middle school age groups are much lower than the district numbers.

Interpretation:

The overall access to school demographics was hindered due to the district-wide switchover to a new system. Once we were granted access, all of the information was not fully available. This has been remedied for this current year.

The split between the number of males and females is also a trait in the specific age groups. For instance, last year’s 7th grade class, now 8th graders is predominately male. Of the 33 kids, only 8 are female. These extreme variances seem to be more significant in small districts.

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	Activity Name	Avg. Total Days Conducted (across all sessions)	Avg. Total Hours Conducted (across all sessions)	Total Sessions per Activity
Riley Creek School K-8	Art	12	12	1
Riley Creek School K-8	College Readiness	2	3	1
Riley Creek School K-8	Community Service	1	4	5
Riley Creek School K-8	Cooking/Life Skills	4	8	2
Riley Creek School K-8	Extension Office/4H Partnership Programs	9	19	3
Riley Creek School K-8	Friday Movie	16	32	1
Riley Creek School K-8	Garden Gnomes - Food Corps	5	5	1
Riley Creek School K-8	General Academic Support	26	60	3
Riley Creek School K-8	Girls Who Code	16	16	1
Riley Creek School K-8	Mathematics Academic Support	25	81	1
Riley Creek School K-8	Physical Activities	25	37	2
Riley Creek School K-8	Power Hour for 2nd & 1st Grade	23	29	1
Riley Creek School K-8	TECH TUESDAYS	10	13	2
Riley Creek School K-8	Thanksgiving Holiday Week - Movie Day	1	6	1
Riley Creek School K-8	USFS & 4H Forest Explorers	1	5	1

THE SCHOOL YEAR STARTED WITH A VISIT TO ALL OF THE MIDDLE SCHOOL CLASSES TO DISCUSS WITH THE STUDENTS WHAT THEY WANTED TO SEE. THE MOST COMMON SUGGESTIONS WERE, VIDEO GAMES, COMMUNITY SERVICE, ANIMAL SHELTER VOLUNTEERING, SCHOOL CLEAN-UP, COMPUTER STUFF, ART, AND COOKING. WE WERE ABLE TO PROVIDE ALL OF THOSE ACTIVITIES (WE DID NOT DO FORMAL VIDEO GAMES THOUGH), BUT THEY WERE ABLE TO HELP CREATE SOME TEMPLATES FOR GAMES. WE SPENT A LOT OF TIME OUTSIDE DOING A VARIETY OF THINGS, THE STUDENTS LOVED EVERY MINUTE OF ANYTHING OUTSIDE, EVEN IF IT WAS WORK! WE MADE PIES FOR THANKSGIVING, GINGERBREAD HOUSES FOR CHRISTMAS, A DESSERT FOR THE LIBRARY’S ANNUAL DESSERT AUCTION.

CATEGORIES OF STUDENT SERVICES / ACTIVITIES PROVIDED: RILEY CREEK SCHOOL K-8

Student Activity Category	Total Students Participating *	Total Days Present (across all activities/sessions)			Total Hours Present (across all activities/sessions)		
		Average	Min.	Max.	Average	Min.	Max.
Arts & Music	34	3.0	1	10	4.8	1	17
College and Career Readiness	14	2.0	2	2	3.0	3	3
Community Service/Service Learning	42	1.8	1	5	4.7	2	12
Entrepreneurship	31	4.6	1	14	10.6	1	31
Homework Help	98	15.6	1	51	29.1	2	117
Movie	27	2.2	1	7	4.1	2	14
Physical Activity	57	5.6	1	24	7.9	0	35
STEM	33	5.1	1	20	6.4	1	24

*May contain duplicates as students can take multiple activities within categories. Refer to EZ Reports for student attendance in individual activities.

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

Program staff works closely with school staff to ensure that programs and activities are coordinating with school day activities. We encourage all the students who attend to work on their school day work when needed and provide any academic support they may need. When teachers have large projects (that students procrastinate to complete until the last minute), we provide 1 on 1 help to ensure they are completing the projects to the highest standards. For the upcoming year, we have secured a classroom and have program staff available during recovery times. Program staff also assists in the classrooms during the school day when extra help is needed, this builds a continued relationship with the students.

The district is in the process revamping their improvement plan and have agreed to keep up in the loop. As for State academic standards we offered additional help to younger students twice a week, mostly focusing on math and reading requirements.

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
Curry Public Library	Family Engagement	3	115
Curry Public Library	Student Showcase	1	
Curry Public Library	Literacy	1	65
Curry Public Library	Helping Students	1	95
Curry Public Library	Personal Finance	1	22

*Source: Program Admin Survey

No 21st CCLC adult activities were reported via EZ Reports or other online tracking system.

We had three wildly successful family activities. The first was our introductory event and we had close to 95 people attend. We provided dinner, school staff and administrators attended. Afterwards, the school personnel stated that they had never seen that many school families at an event.

In December we co-hosted with the Library a Gingerbread building contest. Kits were provided, dinner was served, and we had close to 100 people and 25 teams having a blast!

We also partnered with the school for their Christmas themed literacy night in December, this was a successful program and families with kids K-8 attended.

In May we hosted an Oregon Battle of the Books Author Melissa Hart. She did a presentation for all middle schoolers and sat down with a select group of ASCEND students who were able to ask her more detailed questions. Then we provided dinner, the dance class performed, and she talked with families about the importance of reading at home and exploring literary options to help discuss tough subjects.

Those in attendance included families from both Brookings and Port Orford. There was a drawing for four baskets that included books about specific subjects for the entire family.

Our program offers...

Observation:

Our data collection for these events is difficult. We did not expect the number of people who attended for any of the events. Because the area is rural, there are many competing activities, so while we did not provide significant family engagement events, we partnered with other organizations to be present at their events. Riley Creek School, Curry Public Library, Gold Beach Main Street, Rotary Club of Gold Beach.

Interpretation:

The program did not get started until the end of October, we struggled with staffing, bussing, and coordination of efforts. For the first year of the program, we were able to provide many valuable family events, although we would have liked to provide more, we also need to be mindful of other activities and not saturating the parents with information.

II.C. PROGRAM OPERATIONS

Staffing

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



STAFFING BY TYPE

	Paid	Volunteer
Administrators	0	0
College Students	0	0
Community Members	1	4
High School Students	0	0
Other Non-Teaching School Staff	2	2
Parents	0	0
School Day Teachers	3	0
Other	8	0
TOTAL	14	0

STAFFING BY CENTER

	Paid Staff	Vol. Staff
Riley Creek School K-8	13	6

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	Multiracial	Dat not provided	

				n A m e r i c a n			r P a c i f i c I s l a n d e r	o r N a t i v e A l a s k a n		e d	
Riley Creek School K-8	3	10	11	0	0	0	0	0	0	2	9.23
TOTAL	3	10	11	0	0	0	0	0	0	2	9.23

Staff Funding and Turnover

Finding individuals qualified was initially difficult. A retired teacher was approached and thankfully he agreed to come work for the program. Finally, in December another employee was hired. The program director and program assistant/site coordinator are both working again this school year. The other person left at the end of the school year, because working with kids was not ideal. For the new year, there is an additional full-time staff and a another part-time staff, this has eased staffing issues and the kids respond well to all of the current employees. There were 6-8 volunteers who rotating through to help with programs. They were not inputted in the database.

The following table shows the average number of staff who: 1) were paid staff, and 2) were funded by 21st CCLC during the school year. 69% 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
Riley Creek School K-8	13	9

Staff Training

The program director and site coordinator attended the Oregon After School Conference in Nov. of 2018. This was beneficial to the program. Staff were encouraged (when scheduling allowed) to attend the District’s professional development days.

Center	Professional Development	# of Attendees	Length of Training
No staff trainings were reported on the Program Admin Survey.			

SUMMARY OF STAFFING

Observation:

Interpretation:

The staff of ASCEND was limited by our geographical location. Once staff was found, they had to work other jobs to secure full-time employment. Now that the program has the first year issues worked out, it is clear there needs to be additional full-time staff. Perry the site coordinator has a great rapport with the students of Riley Creek, he is a retired teacher and they all enjoy whatever fun things he brings to the program. Karlie the program director also

has a great rapport with the middle school students and school staff. These relationships allowed the program to be successful during the first year.

II.D. PARTNERSHIPS

I did not report partnerships in EZ reports, we partnered with several organizations and individuals to provide a broad array of programming options the students. Partners were identified from our original grant proposal. There were other organizations



for

PARTNERS AS REPORTED TO STATE (ACROSS ALL SITES)

Partner Name	Organization Type
Curry County 4-H	Regional-State
Curry County Extension (Nutrition Program)	Regional-State
Curry Public Library	County Taxing District
Central Curry School District	County School District
Vanessa Spini (Dance Class)	Individual
Curry County Master Gardeners	Regional-State
Curry Watershed	Non-Profit
Southwestern Oregon Workforce Investment Board (Girls who Code)	Advisory Board
Rogue Credit Union	Bank
Gold Beach Main Street	Non-Profit
Wild Rivers Animal Shelter	Non-Profit
Port of Gold Beach	Taxing District

Observation:

Our partnerships involved mostly non-profit or government sponsored organizations. The scope of organizations will be different for the upcoming year.

Interpretation:

If there is a need for additional partners, what barriers or challenges do you have in identifying and/or recruiting partners and retaining them? There are several partners identified in the original proposal that were not able or

not interested in partnering (mostly due to their own staffing issues). We will most likely be partnering with the above partners as well as some additional partners for next year.

II.E. SUSTAINABILITY

Most of the individual programs that were hosted are sustainable from year to year. We are currently in process of forming an official advisory board. We share program equipment and encourage donations to avoid costly materials. The partners we included last year will be doing more programs this current year.

Process Measures Summary (Reflection)

Strengths:

One strength is the program's ability to engage families. All of our family events were well attended and the feedback was positive.

An additional strength is that the retained staff has a positive rapport with the school staff and students. This was instrumental in ensuring regular attendance.

Areas for Improvement:

- 1. Staff recruitment and retainment: finding quality staff has been difficult, we have two staff that will stay on board, but finding additional staff has been difficult.**
- 2. Programming offerings: although we offered one time programs, we did not have as many long-term programs that the kids really enjoyed. This will be adjusted for the upcoming year.**
- 3. Transportation: This is an issue that we cannot fix, but it is a huge barrier in regular attendance. If kids cannot get home after the program they cannot come.**

Priority Areas and Action Planning:

Need/Issue to Be Addressed	Why is this important to your work with youth?
Student attendance	To see a positive change in their test scores, work ethic, and behavior they need to be coming every day (or close).
Staff Retention	Staff need to build a relationship with students, if there is significant staff turnover this is more difficult.

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

The student attended almost daily for the first three months of the program. His teachers and school staff commented on his change in behavior, for the better. During his time in the program, he had passing grades in all subjects, something he had not been able to do for several years.

The program does not have access to previous outcomes or data, but for the three months he was a changed student. Around the 4th month of operation there was some significant turmoil in his life outside of school. His attendance became sporadic and eventually he was not coming at all. Within weeks, he was spiraling again. Eventually, his mom became frustrated with the school and his behavior, she pulled him for the remainder of the year.

I am confident that his short but noted success was solely because of the after school program. While he struggled with his behaviors within the program, he was met with empathy and expectations, rather than frustration and consequences. If he had attended the entire time ASCEND operated during last school year, I believe he would have made huge strides academically and behaviorally.

FAMILY SUCCESS:

There is a family that all of the kids visit the library frequently. Both parents are extremely young. They have a 14 year old, a 9 year old, and a 7 year old. The father served in the military for a significant portion of the IRAQ war and saw heavy combat, he now suffers from PTSD and several physical health ailments, at around 26 is on full military disability. His wife has some chronic health issues that have prevented her from working for the past 2 years. All of their children are academically on track and meeting reading and math requirements.

However, when their oldest child started coming to ASCEND, they started to come pick him up and they would stay and chat. Little by little they started spending more time at the library, coming to more library programs, and this summer all of their kids won their respective age divisions for Summer Reading. But the part that is a success is that both parents have pulled me aside individually to tell me how much getting out of the house for these events has helped their outlook. Both have suffered from depression at times and we have made them feel welcomed and encouraged to come. I have allowed their younger children to come to some events with their older brother and they appreciated the few hours to run errands or just hang out with each other. They said they had considered leaving Gold Beach, because they do not have family here, but they feel like they have support now.

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 should 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.		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 (TBD 8/20/2020)
			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.	60.0% (6/10)
2) 21st CCLC programs increase the academic achievement of students who regularly attend the program.			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	NA (TBD 8/20/2020)

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
			assessment data*.	
			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)	46.6% - Math (27/58) 63.8% - Reading (37/58)

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)		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.	100% (14/14)
			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.	92.9% (13/14)

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
			c) 70% of 21st CCLC students will report feeling academically supported by the local 21st CCLC program annually as measured by student surveys.	92.9% (13/14)
4) 21st CCLC programs provide supportive learning environments that engage students in learning and promote positive youth development.	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. 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		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)
			b) At least 75% of school year participants will be regular attendees (30+ days) as measured by attendance records. (this is per grant requirement)	30.6% (38/124)
			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	37.9% (22/58)
			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	39.7% (23/58)

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
	encouraging norms for youth and staff interaction.		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.	<p>NA (TBD 8/20/2020)</p>
			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.	<p>NA (TBD 8/20/2020)</p>
			g) 85% of 21st CCLC students will report positive student-adult relationships at the program annually as measured by student surveys.	<p>92.9% (13/14)</p>
			h) 70% of 21st CCLC students will report sense of belonging at the program annually as measured by student surveys.	<p>100% (14/14)</p>
			i) 50% of 21st CCLC students will report resilient and self-regulatory behaviors annually as measured by student surveys.	<p>100%-Self Regulation (13/13)</p> <p>100%-Resiliency (13/13)</p>

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
<p>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.</p>	<p>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.</p>		<p>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.</p>	<p>90.9% (10/11)</p>
			<p>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.</p>	<p>90.9% (10/11)</p>
			<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>	<p>NA (TBD 8/20/2020) (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
<p>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.</p>	<p>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>		<p>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). <i>(this is per grant requirement)</i></p>	<p>47.4% (37/78)</p>
			<p>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).</p>	<p>NA (TBD 8/20/2020)</p>
			<p>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.</p>	<p>Not available in Year 1</p>
<p>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>	<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>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.</p>	<p>Not available in Year 1</p>
			<p>b) 90% of school day teachers will report satisfaction with communication and collaboration</p>	<p>N<10</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
	b) Sustainability: Programs should be engaging in continuous planning and assessment to ensure fiscally sustainable programming.		with 21st CCLC program staff to reinforce and complement the school day as measured by annual school day teacher surveys.	
			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
8) 21st CCLC programs provide a safe, nutritious and healthy environment for all students.	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. 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.		a) 50% of youth and parents will report importance of nutritional support provided by center as measured by annual student/parent surveys.	Student = 84.6% (11/13) Parent = 72.7% (8/11)
			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.	84.6% (11/13)
			c) 100% of grantees will have an emergency preparedness plan by Year 2 of the grant as measured by Program Reflection tool.	Not available in Year 1
9) 21st CCLC programs implement high quality operations and evidenced-based activities	a) Program Administration: Programs should have and be driven by a clear vision, mission, and purpose; operation is		a) 90% of 21st CCLC parents will report value and satisfaction with center/programming as measured by annual parent surveys.	100% (11/11)

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
that are regularly evaluated through a continuous improvement process.	supported by well-documented policies and procedures; staff have appropriate levels of structure, guidance, and autonomy. 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. c) Evaluation and Continuous Improvement: Programs should have systems in place for ongoing data collection, assessment, and reflection using program data; programs should engage in regular and ongoing action planning for continuous improvement.		b) 90% of staff report satisfaction with communication & support from program administrators as measured by annual staff survey.	100% (6/6)
			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 8/20/2020) (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 8/20/2020) (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 Results)

Additional Survey Results

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

Outcome Measures Summary (Reflection)

Strengths:

The greatest strength from the data is that the students and caregivers feel the program is valuable. If students and their parents feel the program is valuable, they must enjoy their time there and feel it is of some value to them.

Areas for Improvement:

- 1. Regular attendance/data tracking- Our attendance % was higher than the reported numbers due to an inputting error on our end in EZ reports and the unique program set-up we have. For 2019-20 school year attendance was an emphasis and as a result, I believe our numbers will be dramatically better for this year.**
- 2. School day alignment-While we attempted school day alignment, it was difficult when we had no real presence at the school. For the new school year, we have secured a classroom and office space to help ensure students and teachers can reach us throughout the school day. This has been extremely beneficial.**
- 3. Focus on Quality Programming-with no real direction or assistance during the first year it was difficult to schedule and coordinate programming with limited staff. While the programming we provided was valuable, the number of options and overall quality does have room for improvement.**

Priority Areas and Action Planning:

Need/Issue to Be Addressed	Why is this important to your work with youth?
Attendance and attendance tracking	This is one of the number 1 priorities of the 21 st CLCC, ensuring proper tracking and encouraging regular attendance adds value to the students who attend and to meeting grant requirements.
School Day Alignment	Having a more synced school day alignment allows for the program to ensure disciplinary procedures and any behavior issues at school are followed through during after school time. This also allows students to gain additional knowledge regarding topics they are learning in school. This also encourages more open communication between school day staff and ASCEND staff, ensuring kids who need help are getting it and those who are in need of something more challenging.

Part IV. Conclusion and Dissemination of Evaluation Findings

Summary Narrative

Overall, the first year of the program went well. Although we did not meet our attendance goal, we definitely have ideas how to ensure better attendance in the future. The data collected from surveys was difficult because we had limited participation after the surveys were released. We were only able to get 14 surveys by students completed, it was just poor timing. The significant changes for the upcoming year will be to encourage regular attendance and create programming where students want to come regularly.

Recommendations and Lessons Learned

We will be revamping data collection, attendance, and be sure to collect pre/post surveys on major programs. An emphasis will be made on staff retention, which began as soon as the last school year was over. We worked closely with the athletic and other extracurriculars to get as many students as possible to attend and focus on having good grades and strong academics. We are going into this new year hopeful and ready to have our best year yet.

Dissemination of Evaluation

The library board of directors and the Central Curry School Board will be receiving presentations regarding the data and evaluation of the program. We also had OregonASK complete a program evaluation and have begun to implement those changes and suggestions. We will also be discussing the findings with our Stakeholder team and individual program partners. A short synopsis of the findings will be relayed to parents through our weekly newsletter and Facebook page. The local newspaper will also be covering the findings.