21st Century Community Learning Center Grant:
2019-20 Local Evaluation Report

Curry Public Library

Date Report Submitted	2/24/21
Program Director	Karlie Wright
E-mail	karlie@cplib.net
Phone	541-247-7246
Report Completed by	Karlie Wright State-required data provided by Miriam Resendez, JEM & R LLC
Centers	Curry Public Library/Central Curry School District
Feeder Schools	Riley Creek Elementary and 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 hot 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 AND IMPACT OF COVID-RELATED SCHOOL CLOSURES:

The program started strong in September of 2019, we had spent the summer building programs around athletics and extracurriculars, ensuring students could be a part of all they wanted. Our community partners came to us wanting to incorporate niche programs and we welcomed them with open arms. Dance and the anime club were the most popular. Staffing was fantastic, the partnership with the school was flourishing as well. In early March the local Forest Service office reached out to help us get some kids to the slopes of mount Ashland to learn how to ski and snowboard, all we had to do was provide transportation. Kids were excited, parents were excited and COVID-19 reared its ugly head (for the first time).

Initially, I used the break as a time to hang with my own kids and wait for some more guidance. When it was realized that we would not be going to back to school. I wanted to do something, but again we had little to no guidance in late March, so Grab and Gos filled a need for our library and the kids in our community. We started small and ended up putting out between 90 and 120 bags weekly through the summer. Virtual program became a necessity, but we were resistant. Then we just did it, we had 11 kids sign up and it was surprisingly fun. We cooked, we did science, we built robots, and we painted. Oh and we did PE and read a book together and then watched the movie. During the summer, we had no access to transportation so everything needed to be easy to get to, we collaborated with the city park to let us use their outdoor space and we hosted 6 outside activities. We made it work, but it was not easy. The rules and regulations changed frequently leaving us having to switch gears quickly. It was mentally and physically exhausting for all staff.

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.

Of note, as a result of COVID-related school closures that occurred in Spring 2020 statewide, survey data was challenging to obtain, especially among students and caregivers. Participation rates also generally decreased in Spring statewide. Moreover, changes were made to the vast majority of outcomes; these changes are noted in the outcome results section. Therefore, comparisons of outcomes over time should be done with caution. Nevertheless, when available, historical data is shared.

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

 Students are identified by teachers and school staff, as well as parents.
Students are also aware that there are always snacks and homework help before their athletics or other school activities. Because our school and community is small and close knit, the students who need the most help are often identified by multiple staff and then we reach out to their families. Being able to provide transportation is extremely important in ensuring attendance. The students selected do represent the diversity of the school/community. While we have limited diversity our space is a safe space and all kids know they are welcome.

Student Retention Strategies

In an attempt to maximize retention, we have partnered with coaches to make sure athletes can come and finish homework before practice. We also asked the students what programs they would like to see.

The data indicates a struggle for regular attendance, but we had the same group of almost 30 kids everyday. We worked with other partners to coordinate with other activities to help with after school care and coordination for working parents.

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 2019	Fall 2019	Spring 2020	Fall-Spring 2019-20 School Year
a) Number of students attending less than 30 days	59	63	49	46
b) Number of students attending 30-59 days*	0	19	24	21
c) Number of students attending 60-89 days*	0	0	0	16
d) Number of students attending 90+ days*	0	0	0	5

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[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.

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Total Attendees**		59	82	73	88

*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.

47% of our students have attended our program 30 or more days during the school year.

Total Students Served by Attendance and Year: School Year
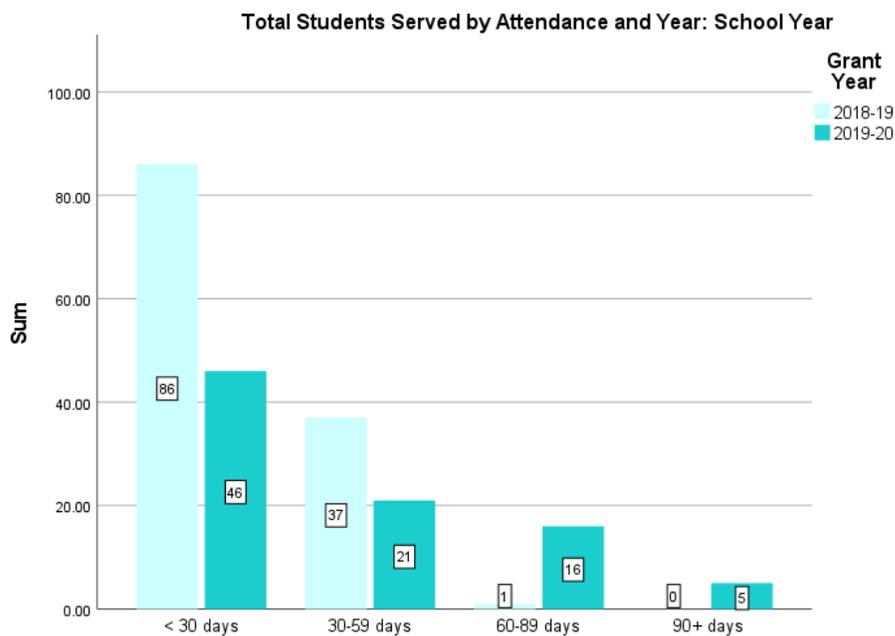
ATTENDANCE BY GRADE LEVEL

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	5	1	6	5	5	37	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	5	1	6	5	5	37	0	0	0	0
Fall	Not regular	0	0	0	0	0	5	8	12	13	22	3	0	0	0	0
	Regular*	0	0	0	0	0	4	5	3	5	2	0	0	0	0	0
	Total	0	0	0	0	0	9	13	15	18	24	3	0	0	0	0
Spring	Not	0	0	0	0	0	5	5	7	11	19	2	0	0	0	0

regular															
Regular*	0	0	0	0	0	3	10	3	5	3	0	0	0	0	0
Total	0	0	0	0	0	8	15	10	16	22	2	0	0	0	0

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

**Counts reflect student status at each term (e.g. a non-regular student in Fall may become a regular student in Spring.)

Total Students during School Year by Grade Level Span and Regular Student
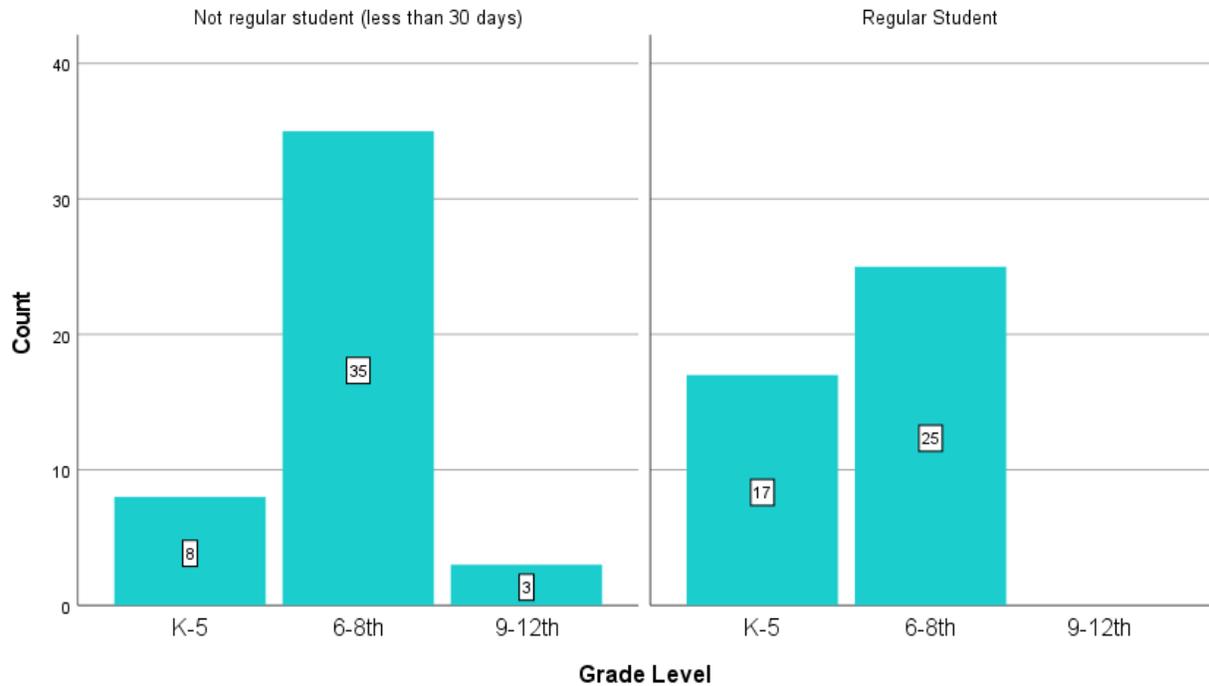
*Counts reflect unduplicated total students that were non-regular or regular at the end of the school year.

Total Students Served by Grade Range and Year

GranteeName: Curry Public Library*

Grant Year
- 2018-19
- 2019-20

Grade	2018-19	2019-20
PreK	0	0
K-5	47	26
6-8th	76	62
9-12th	1	37

*This is total unduplicated counts and includes all terms.

STUDENTS SERVED VERSUS PROPOSED (2019-20 TARGETS) NUMBER OF STUDENTS TO BE SERVED

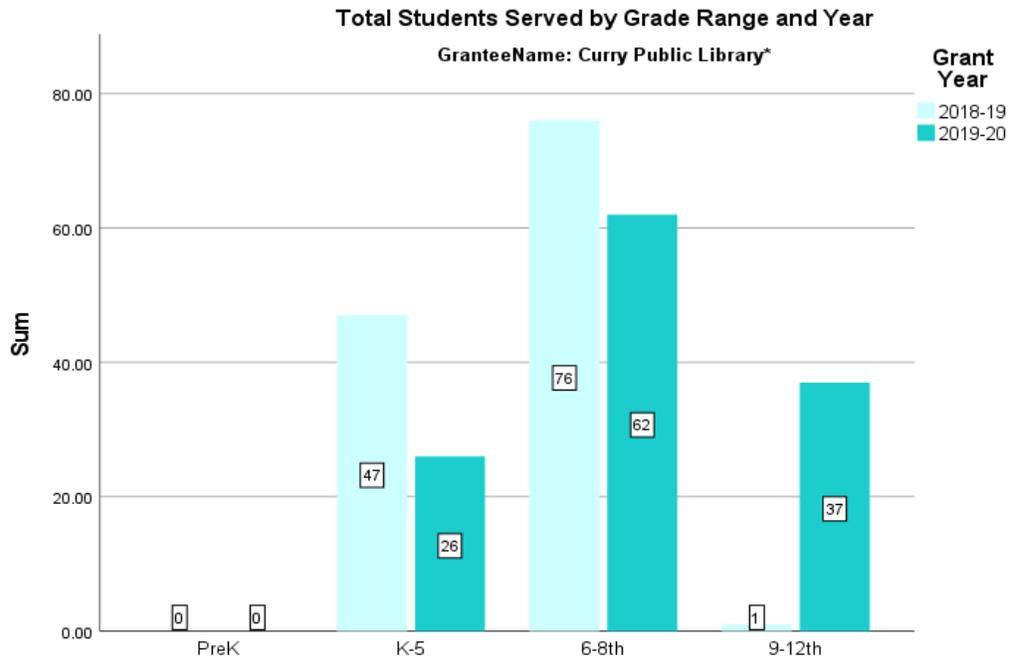| Total Students			Regular Students		
Total Served*	Target #	Percent of Target Served	Regular Students Served (30+ days)	Target # of Regular Students	Percent of Target Served (Reg.)
125	57	219.30	42	43	98.25

*This is total unduplicated counts and includes all terms.

🔍 Observation:

47% of the students were regular attendees, most were middle school students. Targets were not met, however, this was the first year we had the same students every day. I think the data entry piece is missing and there seems to be a disconnect in the data vs. the sign-ins.

❓ Interpretation:

We are focusing on providing athletics and extracurricular students with programs as well. Most students participate in at least one athletic or extra curricular activity, by collaborating and working with those schedules we were able to accommodate regular attendance among middle school students.

Coordinating with athletic programs to provide afterschool homework help, encouraged kids to do their homework and meet with teachers if needed. Parents appreciated this and coaches knew the students were eligible to continue to play. If they had a failing grade they stayed with us until it was rectified.

	Attendees		Race/Ethnicity														
	Total Served	Regular Student*	White		Black or African American		Hispanic		Asian		Alaskan or Pacific Islander		Multiracial		Unknown	
	N	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Curry Public Library	88	42	74	84%	2	2%	7	8%	1	1%	0	0%	1	1%	3	3%
Total	**88**	**42**	**74**	**84%**	**2**	**2%**	**7**	**8%**	**1**	**1%**	**0**	**0%**	**1**	**1%**	**3**	**3%**

*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	%
Curry Public Library	56	64%	32	36%	4	100%	0	0%	38	43%	50	57%	4	100%	0	0%
Total	**56**	**64%**	**32**	**36%**	**4**	**100%**	**0**	**0%**	**38**	**43%**	**50**	**57%**	**4**	**100%**	**0**	**0%**

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

Student Demographic Distributions by Year
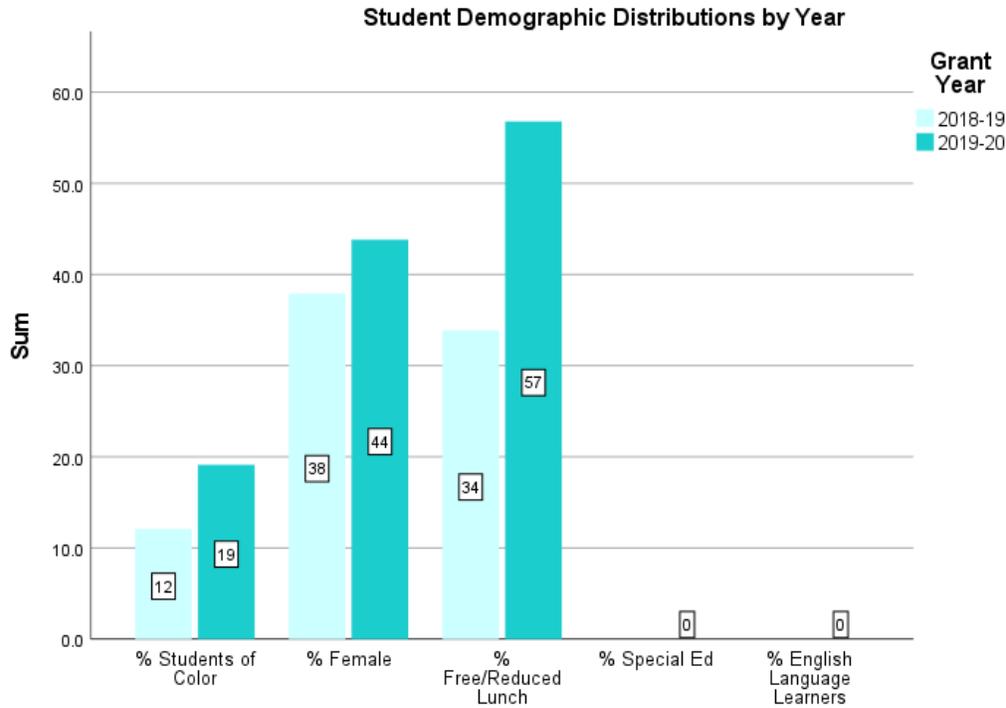
*Percents reflect unduplicated total students across ALL terms.

SUMMARY OF STUDENT CHARACTERISTICS

> ## 19% of our students were students of color, an increase of 7% over last year.

🔍 Observation:
We have a very small percentage of students within the district who are students of color, 19% percent is actually a good portion of the school wide population.

❓ Interpretation:
The interpretation is that we have created a program that is inclusive to all students and they feel comfortable and supported when they participate in ASCEND.

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."

At the beginning of every school year we meet with students and ask them what activities they would like to see. The after school activities include art, crafts, outside work, science, dance, homework support, and a variety of clubs. Friday activities included usually some sort of craft and a movie on the big screen with popcorn at the library.

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

Center	Term	Activity Name	Total Sessions Held within Activity	Total Days Conducted (sum across all sessions)	Avg. Total Hours / Day Conducted
Curry Public Library	Summer	Basketball Camp	3	3	4
		Disc Golf	1	7	4
		Field Days	1	16	4
		Flag Football-League	2	14	2
		Freshman Bootcamp Session 1 of 2	2	2	2
		Freshmen & Parent Orientation Sessions	3	3	2
		Middle School Summer Reading	1	23	7
		Water Respect Sessions	2	2	7
	Fall	ASCEND-AFTER SCHOOL	5	171	1
		ASCEND-Friday Activities	9	9	4
		FAMILY EVENTS	2	2	3
		Thanksgiving Pie Day	1	1	4
	Spring	ASCEND-AFTER SCHOOL	8	135	1
		ASCEND-Friday Activities	4	4	4
		FAMILY EVENTS	2	2	2
		Grab & Go STEAM Kits	10	10	5
		Virtual ASCEND	5	23	2
		Virtual Distance Learning Assistance	2	6	2

Activities in Fall and Spring 2020

In Spring 2020, as a result of the COVID-19 pandemic, schools closed across Oregon. This impacted our ability to offer in-person support/activities. The following table shows all the activities we offered in Fall 2019 vs Spring 2020. Changes in program operations is noted in the Section II.C - Program Operations.

CATEGORIES OF STUDENT SERVICES / ACTIVITIES PROVIDED DURING SCHOOL YEAR: CURRY PUBLIC LIBRARY

Student Activity Category	Fall 2019				Spring 2020			
	Total Students Participating *	Average days (total) students participated	Average hours (total) students participated	Average hours/day student s participated	Total Students Participating *	Average days (total) students participated	Average hours (total) students participated	Average hours/day students participated
Arts & Music	42	2.90	10.33	3.56	49	4.61	10.45	2.27
Homework Help	81	20.06	38.22	1.91	70	18.40	37.43	2.03
STEM					2	1.00	5.00	5.00
Other					8	1.00	1.75	1.75

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

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."

We coordinate family activities based on things that families might not have the opportunity to participate in otherwise. The Gingerbread Decorating contest is a way for families to compete, but also be in an environment where families are all on an equal playing field. We provide dinner and basic supplies, families provide the fun! Because we are a library, we also focus on reading and literature events. The Oregon Battle of the Books program is a library and district partner program. Last year was the second year we brought in a Battle of the Books author and invited families to attend the author talk. It was a fantastic program, families really enjoyed it. The author signed books and met individually with students afterwards. An opportunity to meet an author is something not everyone gets to do. We also worked with the school for their family nights. We had a family STEM night which was Christmas themed, we had lots of middle school students who came and participated with their families. And then Dr. Suess's birthday party for literacy week, we provided a "Oh the Places, you'll go" themed career station where students could use the photo booth and say what they wanted to be when they grew up.

During the 2019-20 grant year, approximately 75-100 of our youths' family members participated in 21st CCLC programming *during each term* across all sites.

		# of Family Members Participating in 21st CCLC Funded Activity			
Center	**Grade Span**	**Summer**	**Fall**	**Spring**	**SY Total***
Curry Public Library	6th-12th	0	75	145	220
Curry Public Library	PreK-5	0	75	100	100

*This may be duplicated as family members may have participated in multiple activities (counts are collected by term).

Family Engagement Events 2019-20

Center Name	Term	Activity Name	Total Sessions Held within Activity	Total Days Conducted (sum across all sessions)	Avg. Hours / Day Conducted
Curry Public Library	Spring	Zoom Parent Check-In	2	2	2

Summary of Program Offerings

Our program offers…

Observation:

In an attempt to streamline the database and make it easier to track students we did not have multiple locations, because even though we use both the school and the library, we do not use them succinctly. This just made it easier, we started tracking individual activities more thoroughly. We had just published our new schedule for after Spring Break when COVID hit.

Interpretation:

The students have the ability to participate in any activity they want. Obviously, transportation issues allow us to only transport a small number of kids sometimes or there are conflicts with other programs such as 4-H. For the limited staffing and outside assistance, we were able to host and participate in some really fantastic events and activities.

II.C. PROGRAM OPERATIONS

The following tables show the operating hours and weeks/days we offered our program. Oregon Department of Education requires that on-site services equal a minimum of 12 hours in a typical week, or equal four service days per week, be open at least 2 hours a day totaling a minimum of 300 program hours per school year.
As can be shown below, we generally met this recommendation.

SUMMER 2019 OPERATING TIME

Center	Start Date	End Date	Total weeks that center was in operation	Start Time(s)	End Time(s)
Curry Public Library	6/20/2019	8/15/2019	12	12pm	4pm

SUMMER HOURS

Center	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Curry Public Library		6	6	6		18

SCHOOL YEAR 2019-20 OPERATING TIME

Center	Fall Start Date	Fall End Date	Spring Start Date	Spring End Date	Start Time(s)	End Time(s)
Curry Public Library	9/5/2019	12/20/2019	1/6/2020	3/13/2020	3:00	6:00

SCHOOL YEAR HOURS (*PRIOR TO SCHOOL CLOSURES*)

Center	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Curry Public Library	3	3	3	3	4	16

Staffing

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

STAFF

STAFFING BY TYPE

	Summer*	Fall	Spring
Administrators	2	2	2
College Students	0	0	0
Community Members	0	0	2
High School Students	0	0	0
Other Non-Teaching School Staff	0	0	0
Parents	0	0	0
School Day Teachers	0	2	0
Subcontracted Staff	0	0	0
Other	0	2	2
Total	**2**	**6**	**6**

*Counts within terms are unduplicated; however staff may be duplicated across terms (e.g., worked fall and spring).

STAFFING BY CENTER (UNDUPLICATED ACROSS ALL TERMS)

	Paid Staff	Vol. Staff	TOTAL
Curry Public Library	**4**	**2**	**6**

STAFFING BY DEMOGRAPHICS (UNDUPLICATED ACROSS ALL TERMS)

	Gender			Ethnicity								
Center	Male	Female	Other	White	Black or African American Am	Hispanic	Asian	Native Hawaiian or Pa	American Indian or N	Multi-racial	Data Not Provided	Average Years of experience in Youth Development/ Child Care / After School

					erican			c ifi c Isl a n d e r	a ti v e A l a s k a n			
Curry Public Library	1	5	0	5	0	0	1	0	0	0		2.25

Staff Funding and Turnover

Staff retention has been difficult. With looming childcare issues, it is difficult for households to have 2 working parents. While I am open to accommodating bringing a toddler into work, it is not always conducive and the parent does not always want to bring them in. Gold Beach/Curry County also gets a lot of seasonal type professionals and their significant others want to work, but are short lived. This year, I have brought on two additional staff and both are part-time, but plan on being in the area for at least several years.

The following table shows the average number of staff who: 1) were paid staff, and 2) of those, how many were funded by 21st CCLC 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
Curry Public Library	4	4

Staff Training

The entire staff went to the after school conference and it was great. We went to dinner and had some serious Team Building. It was fun and informational. And Spike the Library Tortoise even got to make an appearance.

Center	Professional Development	# of Attendees	Length of Training
Curry Public Library	After School Conference in NOV. 2019	4	2 days

SUMMARY OF STAFFING

Our staff….

STAFFING SUMMARY

🔍 Observation:

Our staff represents the community, not necessarily in diversity, but the staff understands the demographics of the community, the parents, and the students. In Gold Beach, you do not have the employee pool to be extremely picky about who you are hiring. All the staff for the 2019-20 school year, enjoyed the students, supported them academically, emotionally, and engaged them in activities. It was really the "Dream Team", such a great mix of personalities and abilities.

❓ Interpretation:

SEE ABOVE, finding good people with like mindsets, is how I hire staff. It seems to be working.

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II.D. PARTNERSHIPS

PARTNERS (ACROSS ALL SITES)

Partner Name	Organization Type
4-H-Curry County	Community-Based Organization or other Not-For-Profit Organization
Curry Public Library-tech lab	Library
Gear-UP	School District
Oregon Dept. Fish & Wildlife	State Agency
OSU Extension-Curry County	Community-Based Organization or other Not-For-Profit Organization
Riley Creek School	School District

Partner Organization Type

Organization Type

- Community-Based Organization or other Not-For-Profit Organization
- Library
- School District
- State Agency

25.0% / 25.0% / 25.0% / 12.5% / 12.5%
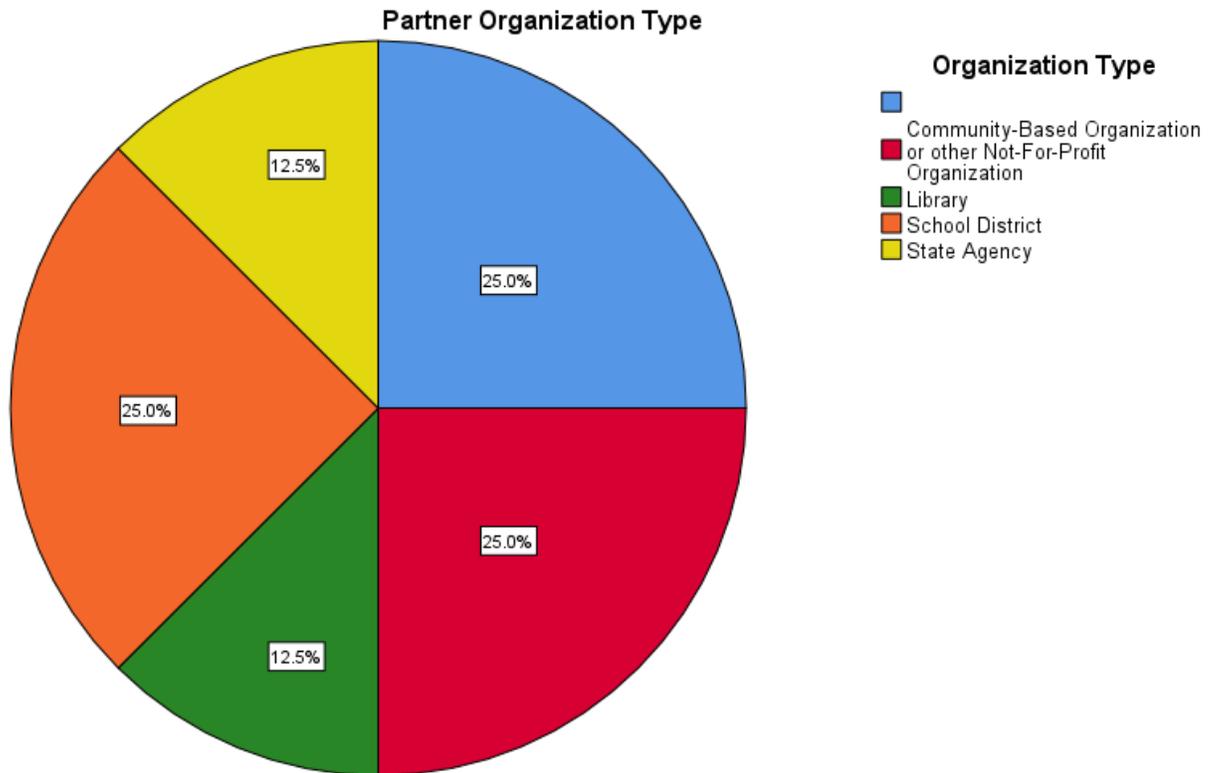
🔍 Observation:

We were able to pull together a variety of partners and use them, even in the short time the program was able to fully operate. Not mentioned is the partnership with the USFS and Mt. Ashland, because this event was canceled. Also, during the initial shut down in March of 2020, we partnered with local assisted living facilities to provide artwork and cards to lonely residents.

❓ Interpretation:

This chart actually looks like we have a good representation from a variety of partners. Finding and working with partners is not difficult, sometimes coordinating schedules and finding ways to collaborate takes a little more work.

II.E. SUSTAINABILITY

We started the 2019-20 school year with a stakeholder/advisory group meeting that was extremely productive. It was clear the program has been beneficial and will hopefully continue long past the end of the grant cycle. The staff at Curry Public Library and ASCEND Program director have been working with a variety of funders for other projects, they are extremely intrigued by our program and the innovative ways we are connecting with kids. Once COVID hit in the spring this took a backseat to other changing more urgent issues.

II.F. PROGRAM QUALITY

A quality program is one that is reflective and willing to improve, change, and grow. It understands that improving program quality is an ongoing process and requires reflection on one's practices to identify strengths, recognize areas for future growth, and incorporate new learning experiences.

As part of our continuous improvement process, we complete an annual program reflection survey aligned to Oregon 21st CCLC's Eleven Elements of Quality (see table below). Essentially, we are presented with indicators (or items) for each of the sub-elements listed in the table below. For each indicator, we are asked to rate our program on four levels of mastery: 1) do not meet, 2) approaching expectations, 3) meet expectations, and 4) exceeds expectations. Programs are expected to strive to meet expectations (3.0) on all of the indicators within each of the elements of program quality.

A summary of our 2019 results is presented below. The "total possible points" shows the maximum number of points that are available. The "percent of total score" shows how closely we approached the total points possible, with 100% indicating that we have exceeded expectations on ALL the indicators (percents less than 75% are highlighted in yellow and above 90% in dark teal). The "average rating" shows the average level of mastery (1-4) that we rated our program (ratings less than 3.0 are highlighted in yellow and above 3.5 in dark teal).

PROGRAM REFLECTION RESULTS FROM 2019-20

Element	Sub Element	Total Possible Points	Percent of Total Score	Average Rating (1-4)
1. Program Administration - A quality program has an effective	1.1 - Program has and is driven by a clear vision, mission, and purpose.	12	**75.00**	**3.00**

Element	Sub Element	Total Possible Points	Percent of Total Score	Average Rating (1-4)
management that develops and implements policies and procedures to ensure the successful operation of the after school program based on the program goals, vision, and design.	1.2 - Operation is supported by well-documented policies and procedures.	16	56.25	2.25
	1.3 - Staff have appropriate levels of structure, guidance, and autonomy.	16	100.00	4.00
	1.4 - Stakeholder groups support and inform program planning and administration.	12	58.33	2.33
	Total	56	73.21	2.93
2. Staff Qual/Development - High quality after school programs recruit, hire, and develops diverse staff members who understand, value, and promote high quality practices.	2.1 - Program ensures adequate staffing and recruit and retain highly skilled personnel.	28	96.43	3.86
	2.2 - Program provides ongoing professional development at all staff levels.	12	91.67	3.67
	2.3 - Program ensures staff have an understanding of targeted and diverse learning strategies.	12	91.67	3.67
	2.4 - Program promotes a consistent staff presence throughout the program offering.	4	100.00	4.00
	Total	56	94.64	3.79
3. Partnerships - After school programs build strong partnerships with families, schools, and the community to enhance the quality of after school and youth services.	3.1 - Program strives for engagement with and outreach to schools, families, and communities	28	85.71	3.43
	3.2 - Program promotes complementary alignment of school day and afterschool through regular communication, resource allocation, and data-sharing	24	95.83	3.83
	Total	52	90.38	3.62
4. Evaluation and CI - High quality after school programs conduct evaluations and continuous improvement for program planning, monitoring and to determine overall program effectiveness.	4.1 - Program has systems in place for ongoing data collection, assessment, and reflection using program data	16	62.50	2.50
	4.2 - Program engages in regular and ongoing action planning for continuous improvement.	16	62.50	2.50
	Total	32	62.50	2.50
5. Sustainability - High quality after school programs plan for sustainability.	5.1 - Program engages in continuous planning and assessment to ensure fiscally sustainable programming.	12	66.67	2.67
	Total	12	66.67	2.67
6. Diversity & Inclusion - High quality after school programs embrace and value diversity, and have a conscious commitment to helping all youth thrive by providing inclusive,	6.1 - Program ensures that they are available and accessible for all youth	16	93.75	3.75
	6.2 - Program develops and implements policies, and practices focused on respecting and supporting diverse youth participants and families, keeping context at the forefront	8	100.00	4.00

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Element	Sub Element	Total Possible Points	Percent of Total Score	Average Rating (1-4)
accessible, responsive, and engaging services.	6.3 - Program supports staff in building cultural competence among staff and with youth through culturally responsive practices, activities, and opportunities.	16	93.75	3.75
	Total	40	95.00	3.80
7. Physical Environment - High quality after school programs provide an appropriate, accessible physical environment.	7.1 - Program ensures that there is indoor and outdoor space necessary for the program to fully operate and is appropriate for all planned activities.	24	95.83	3.83
	Total	24	95.83	3.83
8. Safety & Health - High quality after school programs provide a safe, healthy, and nurturing environment for all youth, staff, and families.	8.1 - Program ensures the emotional and physical safety of youth and staff.	44	86.36	3.80
	8.2 - Program provides a healthy, welcoming, and accommodating environment.	16	100.00	4.00
	8.3 - Program provides a healthy, welcoming, and accommodating environment.	12	50.00	2.00
	8.4 - Program provides nourishment based on health and wellness standards for children and youth.	8	100.00	4.00
	Total	80	85.00	3.58
9. Interactions/Relationships - High quality after school programs cultivates and maintains positive relationships and interactions among youth, staff, families, and partners.	9.1 - Program staff at all levels develop positive, ongoing connections between and among youth participants and adults in the program.	20	100.00	4.00
	9.2 - Staff engages in collaboration and partnerships with youth, strives to address barriers and promote supportive and encouraging norms for youth and staff interaction.	20	100.00	4.00
	Total	40	100.00	4.00
10. Youth Centered - High quality after school programs provides youth-centered activities and acts in partnership with youth to foster appropriate youth voice and leadership.	10.1 - Program focuses on youth development, interest, and influence.	16	75.00	3.00
	10.2 - Program provides experiential and age-appropriate activities.	12	75.00	3.00
	10.3 - Program ensures relevant, authentic, and developmentally appropriate opportunities for youth voice and choice that are reflected in planning and programming.	8	100.00	4.00
	10.4 - Program provides opportunities for youth leadership.	8	87.50	3.50
	10.5 - Program intentionally supports academic, social, and emotional competence-building.	20	95.00	3.80

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Element	Sub Element	Total Possible Points	Percent of Total Score	Average Rating (1-4)
	Total	64	85.94	3.44
11. SEL and Engagement - High quality after school programs encourage active participation and ownership by youth, and offer opportunities for social emotional learnings.	11.1 - Program is intentional in designing activities that promote youth resiliency and encourage reflection and higher order thinking.	12	91.67	3.67
	11.2 - Programming and activities intentionally support high levels of youth engagement and expectation.	8	100.00	4.00
	11.3 - The program environment and activities cultivate a sense of belonging.	12	100.00	4.00
	11.4 - Staff receive training in and promote positive behavior supports for reframing conflict.	16	87.50	3.50
	Total	48	93.75	3.75

Process Measures Summary (Reflection)

Review your data and narrative from prior sections. Based on the information provided, complete the following:

Strengths:
It is clear from the data that kids, teachers, and parents enjoy the program. And that the program is meeting the needs of those who need it most.

Areas for Improvement:
The focus on the future and sustainability. It can be difficult to get follow through from families on feedback for future programming and activities. Planning for the future and beyond the grant cycle needs to be a priority during the current grant year.

Priority Areas and Action Planning:

| Need/Issue to Be Addressed	Why is this important to your work with youth?
Regular attendance	Because it is clear regular attendance increases their success.
Sustainability and Planning	It is important to the long range picture of the program.

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

There was a 7th grader, who really should have been an 8th grader. She is physically mature, so she is liked by almost every boy in school, but she struggles managing emotions and making friends. She loves everything art and food related, so of course after school is right for her! She stopped coming for awhile, without her mom's knowledge. Mom called to see if both she and her brother were at the program and I said no she had not shown up. We finally found her and then she had to be escorted to the program every day……and she hated it! We all kept our distance initially, but eventually we started leaving bread crumbs and pretty soon she had come back out of her shell. She was working on school work, asking for help and following up with teachers, she participated and engaged in every activity she wanted to, and she started to be less annoyed with the slightly younger kids and started to help us manage/oversee what they were doing. There is not a lot of quantitative data because COVID, but once the staff was allowed back in the library, she would stop by and check in with us. I set her up with art supplies and made sure she always had a grab & go! Recently, there were some family issues at home and she asked if I could come get her for a little bit, obviously, I did not, but I thought about how far we had come in our relationship for her to even ask.
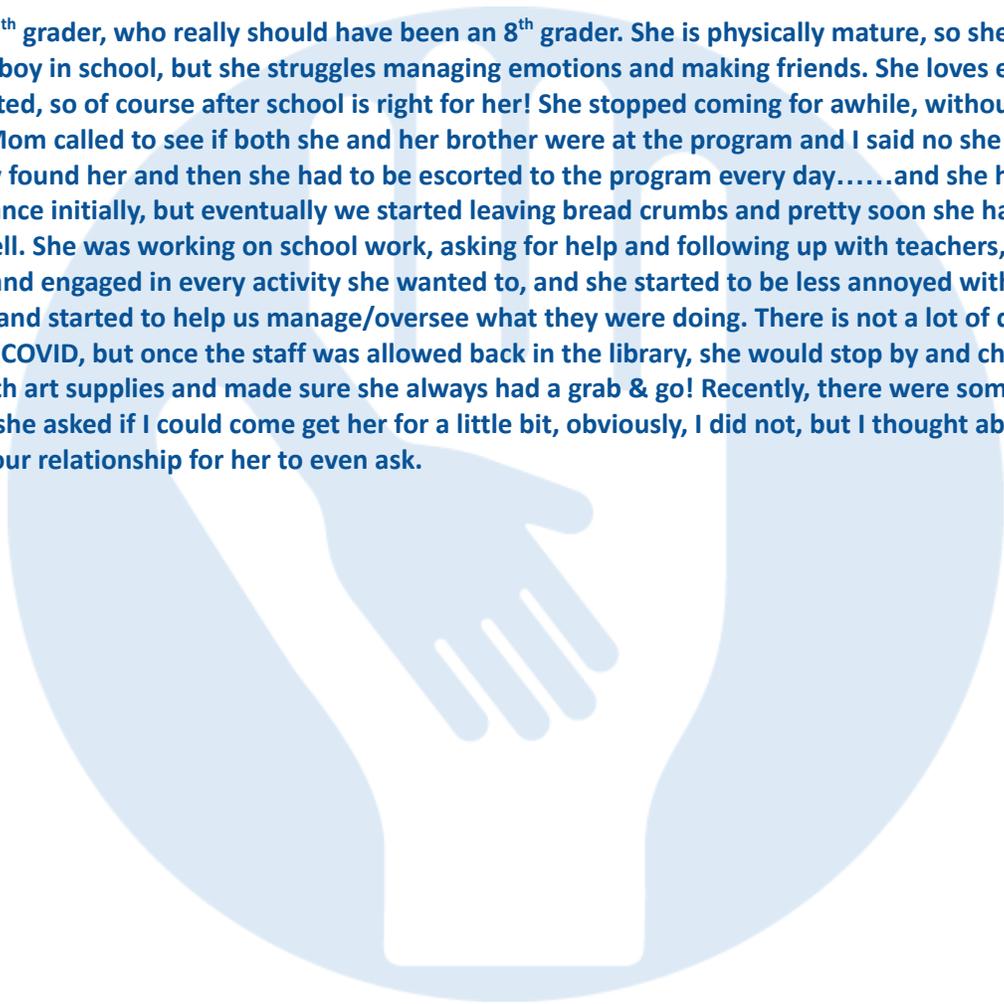
III.A. OREGON STATEWIDE PERFORMANCE GOALS / OBJECTIVES / INDICATORS

The following tables show the Oregon Statewide Goals, Objectives, and Indicators, along with our program (Grantee) results when applicable. It should be noted that changes were made to all outcomes in terms of items and scales used to measure each indicator. Due to feedback, surveys were shortened which meant that the some indicators contain less items, and the new scales generally consisted of only 4 options (strongly agree, agree, disagree, strongly disagree) after removing the "neutral" option. Furthermore, statewide there was significantly less student and caregiver surveys collected. **Therefore, comparisons to prior year results should be made with caution.**

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	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
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.	**Not applicable**	**No data reported**
		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.	**Not available**	**Not Applicable**
		c) 50% of 21st CCLC 6-12th grade students that are in programs offering career exploration/CTE activities will report gains in knowledge of career opportunities annually as measured by student survey.	**60.0%** **(6/10)**	**No data reported**
2) 21st CCLC programs increase the academic achievement of students who regularly attend the program.		a) The math and reading/English 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.	**Not available**	**ELA** **Comparison = 2402.4** **21stCCLC = 2411.7** **Met** **Math**

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
				Comparison = 2443.7 21stCCLC = 2409.3 **Not Met**
		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)	**63.8%** - Reading **46.6%** - Math	**88.6%** - Reading **(31/35)** **75.0%** - Math **(18/24)**

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	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
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)**	**No data reported**
		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)**	**No data reported**
		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)**	**No data reported**

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
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) I**nteractions 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.	a) All 21st CCLC grantees will meet at least 90% of annual attendance targets as measured by student roster. *(this changed in 2019-20 from 50% of centers to 100% of grantees)*	**Students Served = 124** **90% of Target = 51** **Met**	**Students Served = 125** **90% of Target = 51** **Met**
		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)**	**47.7%** **(42/88)**
		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)**	**80%** **(36/45)**
		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)**	**77.8%** **(35/45)**
		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.	**Not available**	**Comparison = 90.85%** **21stCCLC = 75.35%** **Not Met**
		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.	**Not available**	**Comparison = 0.18** **21stCCLC = 0.35** **Not Met**
		g) 85% of 21st CCLC students will report positive student-adult relationships at the program annually as measured by student surveys.	**92.9%** **(13/14)**	**No data reported**

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
		h) 70% of 21st CCLC students will report sense of belonging at the program annually as measured by student surveys.	100% (14/14)	No data reported
		i) 50% of 21st CCLC students will report resilient and self-regulatory behaviors annually as measured by student surveys.	100%-Self Regulation (13/13) 100%-Resiliency (13/13)	No data reported

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	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
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.	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.	**90.9%** **(10/11)**	**N<10**
		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.	**90.9%** **(10/11)**	**N<10**
		c) 100% of 21st CCLC centers will offer family members with educational opportunities by Year 2 of the grant as measured by family participation counts.	**Not available**	**100%** **(1/1)**

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

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
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	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)	**47.4%** **(37/78)**	**56%** **(70/125)**
		b) The demographic distributions (ethnicity, gender, ELL, special education, homeless) of 21st CCLC participants will be similar or higher to those found within feeder schools as measured annually by student attendance/demographic data	**Not available**	**-0.3% Avg. Difference** **(See Appendix)**

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
	and with youth through culturally responsive practices, activities, and opportunities.	(APR) and school-wide demographics (ODE)**.		**Met**
		c) 100% of 21st CCLC grantees will meet quality indicators ("met expectations") for Diversity, Inclusion, Access, and Equity as documented by the Program Reflection Tool by the 3rd year of the grant.	**Not available**	**100%** **of indicators met expectations** **Baseline**
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	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. b) **Sustainability:** Programs should be engaging in continuous planning and assessment to ensure fiscally sustainable programming.	a) 100% of 21st CCLC grantees will meet quality indicators ("met expectations") for Partnerships as documented by the Program Reflection Tool by the 3rd year of the grant.	**Not available**	**100%** **of indicators met expectations** **Baseline**
		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.	**N<10**	**No data reported**
		c) 100% of grantees will have a sustainability plan by mid-Year 3 of the grant as measured by Program Reflection Tool.	**Not available**	**Not Met** **Baseline**
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	a) 50% of youth and parents will report importance of nutritional support provided by center as measured by annual student/caregiver surveys.	**Student = 84.6%** **(11/13)** **Parent = 72.7%** **(8/11)**	**No data reported**

State Objective	Elements of Quality Programming / Oregon Leading Indicator	Measure (Indicator)	Year 1: 2018-19	Year 2: 2019-20
	environment; ensure that emergency preparedness is a priority; and provide nourishment based on health and wellness standards for children and youth.	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)**	**N<5**
		c) 100% of grantees will have an emergency preparedness plan by Year 2 of the grant as measured by Program Reflection tool.	**Not available**	**Met**
9) 21st CCLC programs implement high quality operations and evidenced-based activities that are regularly evaluated through a continuous improvement process.	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. 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.	a) 90% of 21st CCLC parents will report value and satisfaction with center/programming as measured by annual parent surveys.	**100%** **(11/11)**	**No Data Reported**
		b) 90% of staff report satisfaction with communication & support from program administrators as measured by annual staff survey.	**100%** **(6/6)**	**N<5**
		c) 90% of 21st CCLC staff will report satisfaction with state-provided trainings/ professional development annually as measured by training evaluations. **[State Outcome Only]**	**88%** (Statewide Result)	**Not available**
		d) 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.	**Not available**	**100%** **(1/1)**

* Local matched samples were created via propensity scoring and matching to the nearest neighbor. Relevant statistics are available in the Appendix.
** 21st CCLC students were compared to students in feeder schools NOT in 21st CCLC programs as provided by ODE. Distributions by group are in the Appendix.

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

Attendance rates are tough because if students miss school for athletics or extracurricular it is often all day because we are so far away from everywhere. But our local culture regarding school attendance is not good.

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 "SMART[2]."

Local Objective	Local Indicator	Local Level Activities aligned to Objective	Summary of 2018-19 Grantee Result (include data analysis methods employed)

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[2] SMART indicators are: Specific (to the change being measured), Measurable (and unambiguous), Attainable (and sensitive), Relevant (and easy to collect), Time bound (with term dates for measurement).

Outcome Measures Summary (Reflection)

Review your data and narrative from the outcome section (both local and state). Based on the information provided, complete the following:

Strengths:

Test scores improved this year and regular attendance was higher than last year. Overall, it looks as though we are meeting most outcomes.

Areas for Improvement:

Prioritize them in order of importance to you. Sustainability is still a big one and continuing to focus on regular attendance.

Priority Areas and Action Planning:

Need/Issue to Be Addressed	Why is this important to your work with youth?
Regular attendance	It is proven that regular attendance improves academic success.
Program Sustainability	The program has some invaluable opportunities for our local youth, without the program there would be a significant gap in experiences and enrichment.

Part IV. Conclusion and Dissemination of Evaluation Findings

Summary Narrative

2019-20 was the hardest year in the history of working with kids. The abrupt end to the year and the need to morph and totally redesign a program was tough. Overall, ASCEND did what the students, parents, and community needed us to do. While it may not have been exactly what the grant requirements asked of us, we got there.

Recommendations and Lessons Learned

What valuable lessons have you learned this grant year? For this, think about recommendations that can be generalized beyond your program to apply to 21st CCLC programs statewide.

Dissemination of Evaluation

APPENDIX: COMPARISON SAMPLE STATISTICS

Total # of Students in Matched Sample

	N	%
Comparison	11	45.8
21st CCLC	13	54.2
Total	24	100.0

Demographic Rates by Group

	Comparison	21st CCLC
White	.727[a]	.462[a]
Hispanic	.273[a]	.308[a]
Black or African American	.000[1]	.000[1]
Asian	.000[1]	.000[1]
Native American	.000[a]	.077[a]
Alaskan or Pacific Islander	.000[a]	.077[a]
Multiracial	.000[a]	.077[a]
Female	.182[a]	.538[a]
Free / reduced lunch	.455[a]	.462[a]
Homeless	.182[a]	.000[a]
English Language Learners	.091[a]	.077[a]
Special Education	.364[a]	.231[a]

Note: Values in the same row and subtable not sharing the same subscript are significantly different at $p < .05$ in the two-sided test of equality for column means. Cells with no subscript are not included in the test. Tests assume equal variances.[2,3]

1. This category is not used in comparisons because there are no other valid categories to compare.

2. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

3. Pairwise comparisons are not performed for some subtables because of numerical problems.

Comparisons (t-tests) between Groups

		N	Mean	Std. Deviation
Graduation Status	Comparison	0[a]		
	21st CCLC	0[a]		
Suspensions (in and out of school)	Comparison	11	0.1818	0.46221
	21st CCLC	13	0.3462	0.65779
Percent Attendance	Comparison	11	90.8543	16.50387
	21st CCLC	13	75.3475	26.40711
ELA Scale Score	Comparison	10	2402.40	70.327
	21st CCLC	11	2411.73	95.682
Math Scale Score	Comparison	10	2443.70	52.930
	21st CCLC	10	2409.30	46.892
Expulsion Status	Comparison	11	0.0000	.00000[b]
	21st CCLC	13	0.0000	.00000[b]

a. t cannot be computed because at least one of the groups is empty.

b. t cannot be computed because the standard deviations of both groups are 0.

		t	df	Sig. (2-tailed)*	Mean Difference	Std. Error Difference
Suspensions (in and out of school)	Equal variances assumed	-0.695	22	0.494	-0.16434	0.23645
	Equal variances not assumed	-0.716	21.362	0.482	-0.16434	0.22958
Percent Attendanc	Equal variances	1.686	22	0.106	15.50678	9.19872

		t	df	Sig.	Mean Difference	Std. Error Difference
e	assumed					
	Equal variances not assumed	1.751	20.415	0.095	15.50678	8.85453
ELA Scale Score	Equal variances assumed	-0.252	19	0.804	-9.327	36.975
	Equal variances not assumed	-0.256	18.254	0.801	-9.327	36.426
Math Scale Score	Equal variances assumed	1.538	18	0.141	34.400	22.362
	Equal variances not assumed	1.538	17.742	0.142	34.400	22.362

*If the value in this cell is .05 or less, we can be 95% confident that differences between groups are not due to chance (statistically significant). If the value is .10 or less, then we can be 90% confident that differences are not due to change (marginally significant).

Distributions in Subpopulations Between Groups*

	Comparison	21st CCLC	Difference
Hispanic	10.1%	10.3%	0.2%
Black or African American	0.0%	0.0%	0.0%
Asian	0.5%	0.7%	0.2%
Native American	2.3%	4.1%	1.8%
Alaskan or Pacific Islander	0.3%	0.7%	0.4%
Multiracial	9.6%	8.2%	-1.3%
Female	49.9%	41.1%	-8.8%
Free / reduced lunch	34.6%	34.9%	0.3%
Homeless	7.5%	3.4%	-4.1%
English Language Learners	0.3%	0.7%	0.4%
Special Education	9.8%	17.1%	7.3%
Average	**11.3%**	**11.0%**	**-0.3%**

*Includes all 21st CCLC and non-21st CCLC students within Feeder Schools. Note that these distributions may vary from what was reported in the Process Measures section as these are ODE-provided statistics and not all 21st CCLC students were matched to the state data.