



**Nita M. Lowery 21st Century Community Learning Centers
Local Evaluation Report 2020-21**

Cohort 16

Peace Community Center

McCarver Scholars - McCarver Elementary School

Bobcat Scholars - Hilltop Heritage Middle School (formerly Jason Lee)

PSM Evaluation & Consulting

Phil Marr, M.Ed.

Executive Summary

Overall Strengths and Next Steps: The 21st Century Community Learning Center (CCLC) program identified several strengths throughout their second year of operation. First, a strong commitment from program staff to be nimble, adaptable, creative, and flexible in the way programs were made available to students and families. Staff reacted quickly to adjust for a wide variety of needs while working within the restrictive COVID-19 program requirements. Second, a focus on consistent communication and engaging families. Due to the COVID-19 pandemic, programs, activities, and events remained virtual, yet program staff worked diligently to continually recruit youth and parents to participate in virtual Scholar programs and events. Third, becoming a critical part of a community-wide response to COVID-19 by offering supporting family needs and in a variety of ways. Nutritional needs of students and families were met through home visits and care package deliveries. Family supports were offered to provide engagement activities, resources, and supplies such as distance learning technology navigation and coaching, hygiene essentials, and other basic needs products.

Brief Grantee and Program Overview: PCC and the Scholar programs serve students and families in the Hilltop community of Tacoma, WA. While the individual families that make up this community bring strong diversity in racial, ethnic, linguistic, and other cultures, many families are often pushed to the margin and face disproportionate challenges, such as equitable access to distance learning technology and access to basic needs. Moreover, this community faces challenges such as high rates of family mobility, crime, poverty, and unemployment that have been exacerbated by the COVID-19 pandemic.

Scholar programs transitioned to virtual afterschool programming during the 2020-21 program year due to COVID-19 restrictions. Program staff determined that rather than having students and families meet in-person at their sites, students could join virtual platforms to receive supports, programming, and to participate in activities such as STEAM, peer-to-peer connections, community building and other Social Emotional learning enrichments. During the 2020-21 program year, each program provided 35+ weeks of activities, to continually engage Scholars throughout the year.

A brief summary of program operations and activities is offered below:

- **McCarver Scholars** serves students grades 2-5. The program provides support for students during the school day, with after-school tutoring and enrichment activities four days per week and with a summer academy that is filled with STEAM focused enrichments and activities. Family engagement is an important program component. The program operated virtually during the Summer and Fall program sessions, Monday through Thursday.
- **Bobcat Scholars** serves students grades 6- 8. This program provides students with individualized academic coaching, after-school tutoring and mentoring, and high school readiness information that prepare them for the transition to high school. Also, students are given a variety of community partner led enrichments that allow them to explore their interests in STEAM careers. The program operated virtually during the Summer and Fall program sessions, Monday through Thursday.

- **Activities.** Each program provided a wide range of virtual activities during the program year such as academic coaching including homework help tied directly to the students' in-school classroom work. Additionally, enrichment activities included STEAM skill building, growth mindset exercises, virtual field trips, tutoring, arts and music, service learning, mentoring, youth leadership, goal setting, and college and career readiness. These enrichment activities were based on the needs, interests, and choices of students to maintain student interest and participation.

Implementation

Implementing the 21st CCLC program was monitored throughout the year using a series of trainings and/or meetings held by Program Directors, External Evaluator, OSPI, The Forum for Youth Investment coaches and/or trainers for the purposes of designing, assessing, planning, improvement, professional development, and evaluation. The 21st Century staff work directly with youth from marginalized families and students who are failing to meet math and/or reading academic standards as established in the Washington State K-12 standards.

In terms of implementing quality activities and services, program staff have participated in the Youth Program Quality Interventions (YPQI) process created by The Forum for Youth Investment and the David P. Weikart Center for Program Quality. The YPQI process begins with an assessment to build on program staffs existing strengths and identify areas for improvement. These areas then go into an improvement plan as goals, with clear steps and benchmarks for achieving success. The Forum for Youth Investment has identified the sequence of “assess-plan-improve” as a best practice to establish a supportive system for continuous improvement. Scholar staff are committed to implementing this practice.



Local Needs and Outcomes:

Goal 1, Equity in access to distance learning: Insufficient data to determine progress toward goal. All locations implemented various strategies to address equity in access to distance learning.

Goal 2, Students will receive social and academic support that minimizes the trauma of the COVID-19 pandemic and its impacts: Specific data to support the achievement of this goal is unavailable, however, both Scholar programs maintained various social and academic support strategies and programs throughout the school year. Examples of this include on-going communication with Scholars to provide 100+ hours of homework help, health, and wellness information, supporting with access to technology, navigation of distance learning platforms, and consistent access to resources necessary for their children to be prepared to learn.

Goal 3, Students will engage in school offerings: Attendance was severely affected by COVID-19 school closures and virtual programming requirements. Both Scholar programs saw a decline in student engagement in school offerings as compared to year one of the grant.

See table below: Total Attendance by Month and Average Daily Attendance by Month

	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020	Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021
Bobcat Scholars Total Attendees	13	10		8	8	7	5	4	3	3	11	7	9
Bobcat Scholars Average Daily Attendance	8	9		4	2	3	2	2	2	2	3	4	5
McCarver Scholars Total Attendees	14	14		3	8	10	11	11	11	9	10	10	11
McCarver Scholars Average Daily Attendance	8	10		2	3	4	6	5	5	3	4	5	4

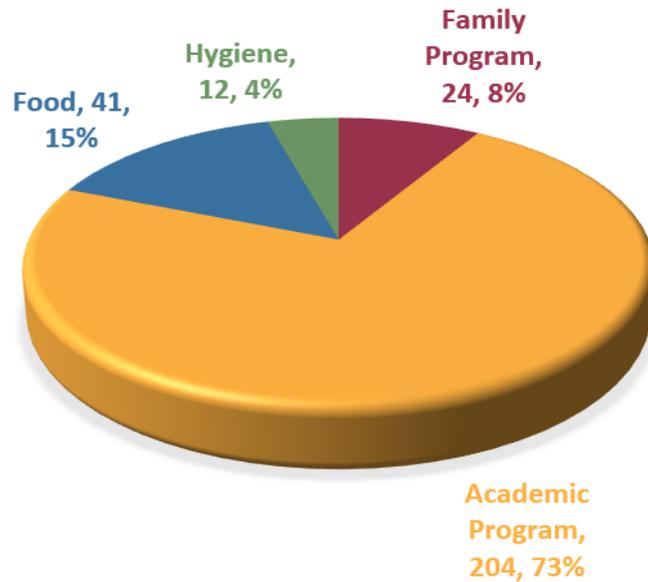
Goal 4, Families will have the resources necessary to meet the basic needs of their children:

Due to the COVID-19 pandemic and the restrictions on in-person gathering, Scholar programs were unable to host in-person family engagement events. Programs shifted to virtual offerings in addition to delivering care packages and activity kits to Scholar homes. During these home deliveries trust is built between Scholar staff and families, additional needs were identified, and resources could be provided quickly. Although specific data to support the achievement of this goal is unavailable, both programs maintained on-going communication with Scholar families and provided consistent access to resources necessary to meet the basic needs of their children through care package. Overall, significant effort was given to achieving this goal and progress was made.

The table below offers data on care package distribution by type across the 21st Century Scholar programs.

Family Program	Academic Program	Food	Hygiene
24	204	41	12

2020-2021 CARE PACKAGE DISTRIBUTION



State Outcomes: Insufficient data to determine progress toward this outcome. Due to the closure of schools because of the COVID-19 pandemic, remote learning, and inequities with access to digital learning, reliable data was not available.