



## 21st Century Community Learning Center Grant: 2021-22 Local Evaluation Report

# Boys and Girls Club of the Greater Santiam (East Linn County Consortia)

|                       |   |
|-----------------------|---|
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| Centers               | Excellence at the Teen Center, Lebanon HS, Oak Heights ES, Pioneer School, Sweet Home HS, and Sweet Home Junior High  |
| Feeder Schools        | Foster ES, Green Acres ES, Hamilton Creek, Hawthorne ES, Holley ES, Lacomb, Lebanon HS, Oak Heights ES, Pioneer ES, Riverview ES, Seven Oak MS, Sweet Home HS, and Sweet Home Junior High |

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

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# Part 1. Overview and History of Our Program

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## 1A. PROGRAM OVERVIEW:

The Boys & Girls Clubs of the Greater Santiam worked with the Sweet Home School District and Lebanon Community Schools to establish the East Linn County 21st Century Community Learning Center program. During the 2021-22 grant year our sites served 389 students from 5th – 10th grade recruited from our 13 partnering feeder schools. During the school year and summer we prepared students for and supported them through vulnerable transition/bridge periods. Three sites are established in each community to create ease of access. The elementary sites in both Lebanon and Sweet Home are offered at our clubhouse locations, and the Excellence at the Teen center site is offered at the Lebanon Teen Center location serving middle school youth. The Sweet Home Junior High, Sweet Home High School, and Lebanon High School are offered on site at the feeder school. Each 21st CCLC center continued to address the gaps in services identified during our April 2018 community needs assessment process, which found: Low academic proficiency, lack of homework help, low graduation rates (to be addressed under grant purpose area 1); Character education, requested enrichment and fitness activities, and poor community health rankings (purpose area 2); and, Requests by parents for increased involvement in their child’s education, poor community health rankings, and food insecurity (grant purpose area 3). Each site addressed the four grant purpose areas by achieving eight objectives linked to Oregon’s Long Term Goals of Transitioning Successfully and Graduating College and Career Ready. The project was led by the Executive Director of the BCGCS, the project director, the assistant project director, school day staff, youth, parents, and key stakeholders. Evidence-based program activities (such as Power Hour and Summer Brain Gain) were implemented by enrichment activities, mentoring, community service projects, small group experiences, career and technical education, and field trips. Expected outcomes from administered curriculum include increases in student achievement and pro-social skills development, smoother transitions, and improved family engagement in schools and student learning.

### **During the 21-22 grant year, we offered programming at the following centers:**

- Excellence at the Teen Center
- Lebanon High School
- Oak Heights Elementary School
- Pioneer School
- Sweet Home High School
- Sweet Home Junior High

## 1B. PROGRAM GOALS/OBJECTIVES:

Our goal is to provide academic support and enrichment opportunities to the students and their families of Lebanon and Sweet Home.

## 1C. HISTORY AND LOCAL CONTEXT:

This was the fifth year of our program. We have two communities with the same basic needs, yet distinct socio economic issues. Lebanon is more involved educationally, while at times it is less of a priority in Sweet Home.

## **1D. EVALUATION METHODOLOGY:**

The purpose of this evaluation is to: 1) document who we are serving and how we are implementing our 21<sup>st</sup> 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 2021-22 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 2. 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.



### 2A. STUDENTS SERVED



#### 2A\_1. Recruitment of Students

- a) How are students identified and selected for participation in your program? School-day staff and Teachers refer students to our program. We continued outreach to teachers and counselors to identify youth that could use our program. Family nights are open to our community, inviting all to see program showcases for all of our sites and learn about program offerings. Assistance is available for new families and students wanting to register.
- b) How is the selection process coordinated with the school(s) served? No students are turned away from registering for our program. Schools and teachers are encouraged to recruit and refer students to our program.
- c) What steps are taken to ensure that students with the greatest needs are targeted and that they represent the diversity of the school/community? Teachers, counselors, parents and community members are able to make referrals for new students to join based on one or more areas of the program goals.



#### 2A\_2. Student Retention Strategies

Describe the student retention strategies in place within your program to maximize:

- a) the number of students retained from one year to next. Steps that we take to retain students from one year to the next is we let families know of the programs we will be offering for the following year, we have a summer program for their students that they are able to attend between the school years. We send out reminder emails, fliers, and phone calls to any previous families that attended our program last year.
- b) the number of days/hours a student attends your program. To encourage students to attend every day for the program, we offer a wide variety of enrichment programs, and incentives for members for doing the programs we offer.

#### 2A\_3. Student Enrollment by Hours Attended and Grade

There are two classifications of student attendee data.<sup>1</sup> 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 Attendee” when the student attends a Center for 90 hours or more during a reporting period **[NOTE: In prior years, this was measured as 30 or more days attendance; 90 hours aligns to the new federal guidelines]. Our state goal, however, is for students to attend 100+ hours.**

<sup>1</sup> 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.

### Attendance by Hours Attended

| 21APR Federal Reporting Categories             | Summer 2021 |               | Fall-Spring 2021-22 School Year |               | Grant Year 2021-22 |               |
|--|-------------|---------------|---------------------------------|---------------|--------------------|---------------|
|  | #           | %             | #                               | %             | #                  | %             |
| a) Number of students attending 1-15 hours     | 10          | 3.8%          | 25                              | 16.7%         | 30                 | 7.7%          |
| b) Number of students attending 15-44 hours    | 44          | 16.9%         | 23                              | 15.3%         | 57                 | 14.7%         |
| b) Number of students attending 45-89 hours    | 56          | 21.5%         | 34                              | 22.7%         | 84                 | 21.6%         |
| b) Number of students attending 90-179 hours*  | 81          | 31.0%         | 44                              | 29.3%         | 122                | 31.4%         |
| c) Number of students attending 180-269 hours* | 37          | 14.2%         | 18                              | 12.0%         | 55                 | 14.1%         |
| d) Number of students attending 270+ hours*    | 33          | 12.6%         | 6                               | 4.0%          | 41                 | 10.5%         |
| <b>Total Attendees**</b>                       | <b>261</b>  | <b>100.0%</b> | <b>150</b>                      | <b>100.0%</b> | <b>389</b>         | <b>100.0%</b> |

\*Regular attendees\* (90+ hours)

\*\*Total may not add to sum of categories due to missing data.

**48.3% of our students have attended our program 100 or more hours during the school year (our participation goal).**

### Attendance by Grade Level

| Term               | Type         | Grade in School |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
|--------------------|--------------|-----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
|                    |              | PreK            | K  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | Unk |
| <b>Summer</b>      | Not regular  | 0               | 1  | 7  | 12 | 3  | 2  | 1  | 16 | 35 | 24 | 3  | 6  | 0  | 0  | 0   |
|                    | Regular*     | 0               | 19 | 28 | 20 | 18 | 10 | 6  | 3  | 26 | 16 | 0  | 0  | 4  | 1  | 0   |
|                    | <b>Total</b> | 0               | 20 | 35 | 32 | 21 | 12 | 7  | 19 | 61 | 40 | 3  | 6  | 4  | 1  | 0   |
| <b>School Year</b> | Not regular  | 0               | 0  | 0  | 0  | 0  | 0  | 15 | 12 | 14 | 13 | 15 | 12 | 0  | 1  | 0   |
|                    | Regular*     | 0               | 0  | 0  | 0  | 0  | 0  | 25 | 12 | 12 | 15 | 1  | 3  | 0  | 0  | 0   |
|                    | <b>Total</b> | 0               | 0  | 0  | 0  | 0  | 0  | 40 | 24 | 26 | 28 | 16 | 15 | 0  | 1  | 0   |

\*Regular Attendees have attended the program for 90 or more hours.

### Total Students by Grant Year

|                 | Regular Attendees | Not Regular Attendee | Total      |
|-----------------|-------------------|----------------------|------------|
| <b>2018-19*</b> | 118               | 121                  | 239        |
| <b>2019-20*</b> | 203               | 175                  | 378        |
| <b>2020-21*</b> | 171               | 61                   | 232        |
| <b>2021-22</b>  | 218               | 171                  | <b>389</b> |

\*Regular Attendees were previously defined as 30 or more days.

*Students Served versus Proposed Number of Students to Be Served*

| Total Students |                     |                          | Regular (90+ hours) Attendees |                                 |                                 |
|----------------|---------------------|--------------------------|-------------------------------|---------------------------------|---------------------------------|
| Total Served*  | Target # (Original) | Percent of Target Served | Students Served for 90+ Hours | Target # of Regular Attendees** | Percent of Target Served (Reg.) |
| 389            | 245                 | 158.8%                   | 218                           | 292                             | 74.7%                           |

\*This is total unduplicated counts and includes all terms.

\*\*This is 75% of Total Target.

2A\_3a. Student Participation Barriers and Plans



For each student count (total and “regular” (90+ hours) attendees), describe any barriers in achieving targeted enrollment counts. If either of these were not met, what are your plans to meet the attendance criteria in 2022-23.

- A. Total Attendees: For total attendees we did meet our target enrollment counts.
  
- B. Regular Attendees: For regular attendees we did not meet our target enrollment counts. Due to students being involved in after school sports and clubs, students have to leave earlier on days or are not able to attend. Families take vacations during the school year and summer time which pulls the student out of our program for a short period of time.



## 2A\_4. Student Subpopulations

Total Attendance (Summer + School Year) by Subpopulations and Centers

|                               | Attendees    |                   | Race/Ethnicity |            |                           |           |           |           |          |           |                             |           |             |           |                  |           |
|-------------------------------|--------------|-------------------|----------------|------------|---------------------------|-----------|-----------|-----------|----------|-----------|-----------------------------|-----------|-------------|-----------|------------------|-----------|
|                               | Total Served | Regular Attendee* | White          |            | Black or African American |           | Hispanic  |           | Asian    |           | Alaskan or Pacific Islander |           | Multiracial |           | Unknown/ Missing |           |
|                               | N            | N                 | N              | %          | N                         | %         | N         | %         | N        | %         | N                           | %         | N           | %         | N                | %         |
| <b>Excellence @ the Teen</b>  | 55           | 15                | 45             | 82%        | 2                         | 4%        | 4         | 7%        | 2        | 4%        | 1                           | 2%        | 1           | 2%        | 0                | 0%        |
| <b>Lebanon High</b>           | 18           | 7                 | 15             | 83%        | 1                         | 6%        | 1         | 6%        | 0        | 0%        | 0                           | 0%        | 1           | 6%        | 0                | 0%        |
| <b>Oak Heights</b>            | 55           | 41                | 44             | 80%        | 1                         | 2%        | 5         | 9%        | 0        | 0%        | 2                           | 4%        | 0           | 0%        | 3                | 5%        |
| <b>Pioneer School</b>         | 124          | 90                | 102            | 82%        | 1                         | 1%        | 8         | 6%        | 3        | 2%        | 2                           | 2%        | 0           | 0%        | 2                | 2%        |
| <b>Sweet Home High</b>        | 26           | 2                 | 21             | 81%        | 1                         | 4%        | 0         | 0%        | 1        | 4%        | 0                           | 0%        | 1           | 4%        | 0                | 0%        |
| <b>Sweet Home Junior High</b> | 111          | 63                | 92             | 83%        | 4                         | 4%        | 2         | 2%        | 3        | 3%        | 1                           | 1%        | 7           | 6%        | 0                | 0%        |
| <b>Total</b>                  | <b>389</b>   | <b>218</b>        | <b>319</b>     | <b>82%</b> | <b>10</b>                 | <b>3%</b> | <b>20</b> | <b>5%</b> | <b>9</b> | <b>2%</b> | <b>6</b>                    | <b>2%</b> | <b>10</b>   | <b>3%</b> | <b>5</b>         | <b>1%</b> |

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

|                                      | Gender |     |        |     |            |    | Emerging Bilinguals |      |      |    | Students with Disabilities |     |                          |     |
|--------------------------------------|--------|-----|--------|-----|------------|----|---------------------|------|------|----|----------------------------|-----|--------------------------|-----|
|                                      | Male   |     | Female |     | Non-Binary |    | Not EB              |      | E.B. |    | Not                        |     | Students w/ Disabilities |     |
|                                      | N      | %   | N      | %   | N          | %  | N                   | %    | N    | %  | N                          | %   | N                        | %   |
| <b>Excellence @ the Teen</b>         | 33     | 60% | 22     | 40% | 0          | 0% | 55                  | 100% | 0    | 0% | 44                         | 80% | 11                       | 20% |
| <b>Lebanon High</b>                  | 7      | 39% | 11     | 61% | 0          | 0% | 18                  | 100% | 0    | 0% | 17                         | 94% | 1                        | 6%  |
| <b>Oak Heights Elementary School</b> | 28     | 51% | 27     | 49% | 0          | 0% | 55                  | 100% | 0    | 0% | 53                         | 96% | 2                        | 4%  |
| <b>Pioneer School</b>                | 46     | 37% | 76     | 61% | 2          | 2% | 121                 | 99%  | 1    | 1% | 120                        | 98% | 3                        | 2%  |

|                               | Gender     |            |            |            |          |           | Emerging Bilinguals |             |          |           | Students with Disabilities |            |           |            |
|-------------------------------|------------|------------|------------|------------|----------|-----------|---------------------|-------------|----------|-----------|----------------------------|------------|-----------|------------|
|                               | Count      | %          | Count      | %          | Count    | %         | Count               | %           | Count    | %         | Count                      | %          | Count     | %          |
| <b>Sweet Home High</b>        | 15         | 58%        | 11         | 42%        | 0        | 0%        | 26                  | 100%        | 0        | 0%        | 12                         | 46%        | 14        | 54%        |
| <b>Sweet Home Junior High</b> | 77         | 69%        | 34         | 31%        | 0        | 0%        | 110                 | 100%        | 0        | 0%        | 84                         | 76%        | 26        | 24%        |
| <b>Total</b>                  | <b>206</b> | <b>53%</b> | <b>181</b> | <b>47%</b> | <b>2</b> | <b>1%</b> | <b>385</b>          | <b>100%</b> | <b>1</b> | <b>0%</b> | <b>330</b>                 | <b>85%</b> | <b>57</b> | <b>15%</b> |

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

|  | Free/Reduced Lunch Eligibility |    |     |      |
|--|--------------------------------|----|-----|------|
|  | Not                            |    | FRL |      |
|  | N                              | %  | N   | %    |
| <b>Excellence @ the Teen Center (E @ TC)</b> | 0                              | 0% | 55  | 100% |
| <b>Lebanon High</b>                          | 0                              | 0% | 18  | 100% |
| <b>Oak Heights Elementary School</b>         | 0                              | 0% | 55  | 100% |
| <b>Pioneer School</b>                        | 0                              | 0% | 124 | 100% |
| <b>Sweet Home High</b>                       | 0                              | 0% | 26  | 100% |
| <b>Sweet Home Junior High</b>                | 0                              | 0% | 111 | 100% |
| <b>Total</b>                                 | 0                              | 0% | 389 | 100% |

**NEW**

*Student Subpopulations by Attendance Categories (School Year)*

| Race/ Ethnicity                     |  | PreK-5             |       |           |       | 6-12th             |       |           |       |
|-------------------------------------|--|--------------------|-------|-----------|-------|--------------------|-------|-----------|-------|
|                                     |  | Less than 90 hours |       | 90+ Hours |       | Less than 90 hours |       | 90+ Hours |       |
|                                     |  | Count              | %     | Count     | %     | Count              | %     | Count     | %     |
| White                               |  | 12                 | 80.0% | 19        | 76.0% | 53                 | 79.1% | 34        | 79.1% |
| Black or African American           |  | 0                  | 0.0%  | 2         | 8.0%  | 3                  | 4.5%  | 2         | 4.7%  |
| Hispanic                            |  | 2                  | 13.3% | 1         | 4.0%  | 5                  | 7.5%  | 2         | 4.7%  |
| Asian                               |  | 0                  | 0.0%  | 0         | 0.0%  | 0                  | 0.0%  | 0         | 0.0%  |
| Native Hawaiian or Pacific Islander |  | 0                  | 0.0%  | 0         | 0.0%  | 1                  | 1.5%  | 1         | 2.3%  |
| American Indian or Native Alaskan   |  | 0                  | 0.0%  | 0         | 0.0%  | 3                  | 4.5%  | 2         | 4.7%  |

|                                  |                             | PreK-5             |        |           |        | 6-12th             |         |           |        |
|----------------------------------|-----------------------------|--------------------|--------|-----------|--------|--------------------|---------|-----------|--------|
|                                  |                             | Less than 90 hours |        | 90+ Hours |        | Less than 90 hours |         | 90+ Hours |        |
|                                  |                             | Count              | %      | Count     | %      | Count              | %       | Count     | %      |
|                                  | Multiracial                 | 0                  | 0.0%   | 2         | 8.0%   | 0                  | 0.0%    | 0         | 0.0%   |
|                                  | Unknown/ Missing            | 1                  | 6.7%   | 1         | 4.0%   | 2                  | 3.0%    | 2         | 4.7%   |
| <b>Gender</b>                    | Male                        | 10                 | 66.7%  | 8         | 32.0%  | 37                 | 55.2%   | 26        | 60.5%  |
|                                  | Female                      | 5                  | 33.3%  | 17        | 68.0%  | 30                 | 44.8%   | 17        | 39.5%  |
|                                  | Other                       | 0                  | 0.0%   | 0         | 0.0%   | 0                  | 0.0%    | 0         | 0.0%   |
| <b>Emerging Bilinguals</b>       | Not Emerging Bilingual      | 14                 | 93.3%  | 25        | 100.0% | 66                 | 100.0 % | 43        | 100.0% |
|                                  | Emerging Bilingual          | 1                  | 6.7%   | 0         | 0.0%   | 0                  | 0.0%    | 0         | 0.0%   |
| <b>Student with Disabilities</b> | Not Student w/Disability    | 13                 | 86.7%  | 24        | 96.0%  | 50                 | 75.8%   | 32        | 74.4%  |
|                                  | Student w/Disability        | 2                  | 13.3%  | 1         | 4.0%   | 16                 | 24.2%   | 11        | 25.6%  |
| <b>FRL Eligible</b>              | Not FRL                     | 0                  | 0.0%   | 0         | 0.0%   | 0                  | 0.0%    | 0         | 0.0%   |
|                                  | Free/Reduced Lunch Eligible | 15                 | 100.0% | 25        | 100.0% | 67                 | 100.0%  | 43        | 100.0% |

## 2A\_5. Summary of Student Characteristics

### Observation (Summary of Findings):

In this space, describe any noteworthy or surprising results. What comparisons can you make as it relates to student characteristics (grades, subpopulations) and their attendance rates?

In the 2020/2021 Local Evaluation Report we noted that the table of student characteristics reported that genders were close to 50% male and 50% female members. In comparison to the 2021/2022 results we noted that the student characteristics table no longer shows this statistic. For younger students, PreK-5 we have a higher rate for females(68%) attending than males(32%), and for older members 6th-12th we have a higher rate for males(60.5%) attending than females(39.5%). \*\*Data is reflective of the regularly attending youth

### Interpretation / Explanation of Findings:

Explain the results you summarized above. For example, what are potential causes of the results?

We believe a potential cause of the distributions summarized above may be reflective of community characteristics and natural fluctuations. Internally our sites are offering the same programs as in previous years of the grant so we do not attribute the fluctuation of gender to our program offerings.

## 2B. PROGRAM ACTIVITIES

### 2B\_1. 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.”*



Summarize the student activities your program offers.

- How do you decide what activities to offer (e.g., what information do you use)? Our program offers the following student activities based on the grant requirements and youth input.
- How are student voices and interests captured and reflected in programming? Input was requested from students on a daily basis in structured (meetings) and non-structured (during activity/program time) settings that guided daily activity type and themes. .
- To what degree are students given choices in programming? Please explain. Students are given structured choices during program, for example we offer youth choice for a period of time each day, which they are able to pick from a few selected activities to do that day. During art activities students are able to choose from if they would like to use crayons, colored pencils or markers.

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

#### *Activity Counts Overall*

| Category            | Summer 2021                      |                    |                     |                            |                      | School Year (2021-22)            |                    |                     |                            |                      |
|---------------------|----------------------------------|--------------------|---------------------|----------------------------|----------------------|----------------------------------|--------------------|---------------------|----------------------------|----------------------|
|                     | # of Activities/Sessions offered | Average # of Days* | Average # of Hours* | Average # of Participants* | Total Participants** | # of Activities/Sessions offered | Average # of Days* | Average # of Hours* | Average # of Participants* | Total Participants** |
| Academic Enrichment | 1                                | 1.0                | 0.8                 | 2                          | 2                    |                                  |                    |                     |                            |                      |
| Academic Support    | 19                               | 10.3               | 19.4                | 38                         | 226                  | 35                               | 23.9               | 22.2                | 18                         | 217                  |
| Career Competencies | 11                               | 18.8               | 8.8                 | 46                         | 139                  | 4                                | 62.8               | 38.8                | 19                         | 76                   |

| Category                          | Summer 2021                      |                    |                     |                            |                      | School Year (2021-22)            |                    |                     |                            |                      |
|-----------------------------------|----------------------------------|--------------------|---------------------|----------------------------|----------------------|----------------------------------|--------------------|---------------------|----------------------------|----------------------|
|                                   | # of Activities/Sessions offered | Average # of Days* | Average # of Hours* | Average # of Participants* | Total Participants** | # of Activities/Sessions offered | Average # of Days* | Average # of Hours* | Average # of Participants* | Total Participants** |
| and Career Readiness              |                                  |                    |                     |                            |                      |                                  |                    |                     |                            |                      |
| Healthy and Active Lifestyle      | 51                               | 6.8                | 7.8                 | 31                         | 125                  | 49                               | 19.9               | 9.9                 | 18                         | 140                  |
| STEM                              | 58                               | 5.9                | 9.0                 | 72                         | 215                  | 41                               | 26.0               | 17.0                | 21                         | 127                  |
| Well-rounded Education Activities | 15                               | 2.5                | 3.5                 | 32                         | 126                  | 70                               | 9.0                | 6.5                 | 16                         | 62                   |

\*These averages are per activity/session within each activity category.

\*\*This is the total count of all students who participated in all activities/sessions within each activity category. These may be duplicated (e.g., a student receiving tutoring and homework help (separate activities) would be counted twice under “Academic Support”).

Activity Counts by Center

| Category                          | Excellence @ the Teen Center (E @ TC) |                                       | Lebanon High                     |                                       | Oak Heights Elementary School    |                                       | Pioneer School                   |                                       |
|-----------------------------------|---------------------------------------|---------------------------------------|----------------------------------|---------------------------------------|----------------------------------|---------------------------------------|----------------------------------|---------------------------------------|
|                                   | Summer # of Activities/ Sessions      | School Year # of Activities/ Sessions | Summer # of Activities/ Sessions | School Year # of Activities/ Sessions | Summer # of Activities/ Sessions | School Year # of Activities/ Sessions | Summer # of Activities/ Sessions | School Year # of Activities/ Sessions |
| Academic Enrichment               | 0                                     | 0                                     | 1                                | 0                                     | 0                                | 0                                     | 0                                | 0                                     |
| Academic Support                  | 1                                     | 10                                    | 1                                | 6                                     | 1                                | 6                                     | 1                                | 4                                     |
| Career Competencies and Readiness | 0                                     | 0                                     | 7                                | 0                                     | 2                                | 2                                     | 2                                | 2                                     |
| Healthy and Active Lifestyle      | 15                                    | 4                                     | 5                                | 26                                    | 0                                | 0                                     | 0                                | 0                                     |
| STEM                              | 0                                     | 0                                     | 0                                | 0                                     | 5                                | 10                                    | 25                               | 12                                    |
| Well-rounded Education Activities | 0                                     | 41                                    | 6                                | 0                                     | 2                                | 14                                    | 6                                | 14                                    |

## 2B\_1a. Alignment to District/State Academic Standards & Improvement Plans



Describe the process your 21st CCLC program uses to ensure activities are aligned to district improvement plans and Oregon standards. This is something we have not done our best at in previous years. This is something we will be adding to our action plan and something we are working on this year.

To what extent are your activities aligned to these standards? At this time and previous years this is something that we have not yet aligned to.

## 2B\_2. Family Activities

*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.”*

What strategies do you use to encourage family involvement and participation in your program and how did your program decide which activity(ies) to offer)? Strategies we use to encourage families to attend our family nights, we are having face to face conversations with parents about what our family night will be for that month and what we will be offering there, text messages, e-mails, newsletters, handing out fliers and posting fliers on our facebook page to remind and encourage families to come. Family engagement kits were sent out and participation was encouraged via social media, newsletters, and email. Speaking with students to gather ideas on family member interest

A total of 7 family members participated in our program in 21-22 (compared to 61 in 20-21, 182 in 19-20, and 9 in 18-19). The following table shows the number of family members that participated in our program by center.

### *Family Counts by Center*

| Center Name                           | Total Participating in Grant Year* |
|---------------------------------------|------------------------------------|
| Excellence @ the Teen Center (E @ TC) | 0                                  |
| Lebanon High                          | 0                                  |
| Oak Heights Elementary School         | 2                                  |
| Pioneer School                        | 5                                  |
| Sweet Home High                       | 0                                  |
| Sweet Home Junior High                | 0                                  |
| <b>Total</b>                          | <b>7</b>                           |

\*Counts may be duplicated (e.g., family member participated in summer and school year terms).

During the grant year, our program offered the following adult/family activities across all centers:

### *Adult/Family Activity Counts Overall*

| Category                                     | Summer 2021                             |                          |                        | School Year (2021-22)                      |                       |                        |
|--|---|--------------------------|------------------------|--|-----------------------|------------------------|
|  | # of Activities/<br>Sessions<br>offered | Average<br># of<br>Days* | Average #<br>of Hours* | # of<br>Activities/<br>Sessions<br>offered | Average #<br>of Days* | Average #<br>of Hours* |
| <b>Supporting students' academic success</b> | <b>6</b>                                | <b>1.0</b>               | <b>1.0</b>             | <b>33</b>                                  | <b>1.0</b>            | <b>1.8</b>             |

### 2B\_3. Summary of Adult/Family Activities

#### Observations (Summary of Findings):

In this space, describe any noteworthy or surprising results. What comparisons can you make?

In summer 2021 our # of activities/seasons offered were lower than the school year 2021-22.

#### Interpretation / Explanation of Findings:

Explain the results summarized above. For example, if family activities decreased from last year or no activities were offered by centers, why is this so and how do you plan to increase?

In Summer 2021 we did not do any family nights and we only had our family kits each month, this was due to following guidelines for Covid in our buildings. In School Year 2021-22 we were able to offer family nights and family kits each month.

### 2C. PROGRAM OPERATIONS

Oregon Department of Education requires that on-site services equal a minimum of 12 hours in a typical week, or equal to four service days per week, be open at least 2 hours a day totaling a minimum of 300 program hours per school year.



## 2C\_1. Hours of Operations

The following tables show the operating hours and weeks/days we offered programming in our centers.

*Summer 2021 Operating time (Please complete for all Summer Centers that operated last year)*

| Center                        | Start Date & End Date* | Average Daily Attendance | Total weeks that center was in operation | Average weekly Hours | TOTAL HOURS (weeks* hours) | Avg. Start Time(s) | Avg. End Time(s) |
|-------------------------------|------------------------|--------------------------|--|----------------------|----------------------------|--------------------|------------------|
| Excellence at the Teen Center | 07/06/2021-08/27/2021  | 7                        | 7  | 15                   | 105                        | 8:00am             | 1:00pm           |
| Lebanon High School           | 06/08/2021-08/20/2021  | 4                        | 11                                       | 12                   | 132                        | 12:00pm            | 4:00pm           |
| Pioneer School                | 06/14/2021-08/27/2021  | 55                       | 11                                       | 12hr 15min           | 133.65                     | 9:00am             | 3:15pm           |
| Sweet Home Junior High        | 07/12/2021-08/20/2021  | 62                       | 6  | 11hr 30min           | 69                         | 9:30am             | 2:00pm           |
| Sweet Home High School        | 07/12/2021-08/20/2021  | 3                        | 6  | 20                   | 120                        | 10:00am            | 3:00pm           |
| Oak Heights Elementary School | 06/14/2021-08/27/2021  | 24                       | 11                                       | 12hr 15min           | 133.65                     | 9:00am             | 3:15pm           |

\*This refers to start/end date of programming (first/last day of program with students).

*School Year 2021-22 Operating time (Please complete for all School Year Centers)*

| Center                        | Start Date & End Date* | Average Daily Attendance | Total weeks that center was in operation | Average weekly Hours | TOTAL HOURS (weeks* hours) | Avg. Start Time(s) | Avg. End Time(s) |
|-------------------------------|------------------------|--------------------------|--|----------------------|----------------------------|--------------------|------------------|
| Excellence at the Teen Center | 09/13/2021-06/09/2022  | 9                        | 36                                       | 17hr 45min           | 628.2                      | 2:40pm             | 6:30pm           |
| Lebanon High School           | 09/13/2021-06/09/2022  | 4                        | 36                                       | 7hr 45min            | 628.2                      | 3:45pm             | 6:00pm           |
| Pioneer School                | 09/13/2021-06/09/2022  | 15                       | 36                                       | 18                   | 648                        | 2:00pm             | 6:00pm           |
| Sweet Home Junior High        | 09/13/2021-06/09/2022  | 12                       | 36                                       | 13                   | 468                        | 3:00pm             | 6:00pm           |
| Sweet Home High School        | 09/13/2021-06/09/2022  | 3                        | 36                                       | 11hr 45min           | 412.2                      | 3:15pm<br>pm       | 6:00pm           |
| Oak Heights Elementary School | 09/13/2021-06/09/2022  | 4                        | 36                                       | 15hr 45min           | 556.2                      | 2:20pm             | 6:00pm           |

## 2C\_2. Staffing

During the 2021-22 grant year, our centers had an average of 1 : 10 **staff to student ratio** to meet the demands of covid, expanding to 1:15 at some sites depending on student attendance during the school year.



The following tables show the number of staff by type.

### Staffing by Type

|                                 | Summer    |               | School Year |           |                      |                     |
|---------------------------------|-----------|---------------|-------------|-----------|----------------------|---------------------|
|                                 | #         | %             | Fall #      | Spring #  | Total School Year #* | Total School Year % |
| Administrators                  | 15        | 21.4%         | 8           | 10        | 11                   | 39.3%               |
| College Students                | 0         | 0.0%          |             |           | 0                    | 0.0%                |
| Community Members               | 4         | 5.7%          | 0           | 0         | 0                    | 0.0%                |
| High School Students            | 0         | 0.0%          |             |           | 0                    | 0.0%                |
| Other Non-Teaching School Staff | 42        | 60.0%         | 14          | 13        | 15                   | 53.6%               |
| Parents                         | 0         | 0.0%          |             |           | 0                    | 0.0%                |
| School Day Teachers             | 6         | 8.6%          | 0           | 0         | 0                    | 0.0%                |
| Subcontracted Staff             | 3         | 4.3%          | 2           | 2         | 2                    | 7.1%                |
| Other                           | 0         | 0.0%          |             |           | 0                    | 0.0%                |
| <b>TOTAL</b>                    | <b>70</b> | <b>100.0%</b> | <b>24</b>   | <b>25</b> | <b>28</b>            | <b>100.0%</b>       |

\*Counts within terms are unduplicated; however staff may be duplicated across Summer and School Year.

### Staffing by Center (Unduplicated Across all terms)

|                                       | Paid Staff | Volunteer Staff | Total Grant Year |
|---------------------------------------|------------|-----------------|------------------|
| Excellence @ the Teen Center (E @ TC) | 2          | 0               | 2                |
| Lebanon High                          | 2          | 1               | 3                |
| Oak Heights Elementary School         | 5          | 2               | 7                |
| Pioneer School                        | 15         | 3               | 18               |
| Sweet Home High                       | 2          | 0               | 2                |
| Sweet Home Junior High                | 4          | 0               | 4                |
| <b>Total</b>                          | <b>30</b>  | <b>6</b>        | <b>36</b>        |



### 2C\_3. Staff Retention & Recruitment

Please describe staff retention efforts. What successes or “best practices” have you had/used and what challenges have you experienced? Due to CCLC funding the pay rate was increased as a staff attractant and retention effort for the Learning Center staff. Staff turnover continues to be a challenge. The pandemic, continued offers of unemployment, etc. are making hiring very difficult.

The following table shows the staff totals over the years.

*Total Staff by School Year*

|                | Paid | Volunteer | Total |
|----------------|------|-----------|-------|
| <b>2018-19</b> | 28   | 3         | 31    |
| <b>2019-20</b> | 41   | 0         | 41    |
| <b>2020-21</b> | 0    | 0         | 73    |
| <b>2021-22</b> | 30   | 6         | 36    |



### 2C\_4. Staff Training

Summarize any professional development offered (e.g., safety, SEL, alignment to standards, etc.). Onboarding and annual staff trainings ensure safe and quality programs that align with BGCA and 21st CCLC standards.

In the table below, please provide topic areas, dates, and a brief narrative of how training/PD supports your 21st CCLC Action Plan and grant goals.

| Topic  | Date(s)                       | Narrative : <i>How does this training support your 21st CCLC Action Plan and grant goals?</i>               |
|--|-------------------------------|---|
| <b>CPR / First Aid</b>                                   | June 4, 2021<br>June 14, 2022 | This training supports our action plan and grant goals by improving Quality Programming in all of our sites |
| <b>Mental Health and First Aid</b>                       | upon hiring                   | This training supports our action plan and grant goals by improving Quality Programming in all of our sites |
| <b>Health and Safety Guidelines</b>                      | upon hiring                   | This training supports our action plan and grant goals by improving Quality Programming in all of our sites |
| <b>Orientation to the BGC Movement</b>                   | upon hiring                   | This training supports our action plan and grant goals by improving Quality Programming in all of our sites |
| <b>Orientation to the Outcome-Driven Club Experience</b> | upon hiring                   | This training supports our action plan and grant goals by improving Quality Programming in all of our sites |
| <b>Child Safety</b>                                      | upon hiring                   | This training supports our action plan and grant goals by improving Quality Programming in all of our sites |

| Topic   | Date(s)                       | Narrative : How does <i>this training support your 21st CCLC Action Plan and grant goals?</i>               |
|---|-------------------------------|---|
| <b>Developmental Characteristics of Youth</b>           | upon hiring                   | This training supports our action plan and grant goals by improving Quality Programming in all of our sites |
| <b>Informational Guidance and Discipline Techniques</b> | upon hiring                   | This training supports our action plan and grant goals by improving Quality Programming in all of our sites |
| <b>Programming in a BGC</b>                             | upon hiring                   | This training supports our action plan and grant goals by improving Quality Programming in all of our sites |
| <b>Lebanon PD Safety Training</b>                       | August 30, 2021               | This training supports our action plan and grant goals by improving Quality Programming in all of our sites |
| <b>Backpocket Activites</b>                             | June 13, 2022 - June 17, 2022 | This training supports our action plan and grant goals by improving Quality Programming in all of our sites |
| <b>Conflict Cycle</b>                                   | March 24, 2021                | This training supports our action plan and grant goals by improving Quality Programming in all of our sites |
| <b>Reframing Conflict</b>                               | upon hiring                   | This training supports our action plan and grant goals by improving Quality Programming in all of our sites |
| <b>Oregon Food Handlers Card</b>                        | upon hiring                   | This training supports our action plan and grant goals by improving Quality Programming in all of our sites |
| <b>LSCI - Life Space Crisis Intervention</b>            | upon hiring                   | This training supports our action plan and grant goals by improving Quality Programming in all of our sites |

## 2C\_5. Summary of Staffing

### Observation (Summary of Findings):

Describe any noteworthy or surprising results. What comparisons can you make? In the total Staff by School Year graph it shows that the most volunteers we had was in the 2021/22 school year. In 2012/20 and 2020/21 it shows that we had zero for those two years. In the first year in 2018/19 it shows that we had 3 in that school year.

### Interpretation / Explanation of Findings:

Explain the results summarized above. In 2018/19 school year this program was just starting out and getting volunteers for this new program was new. In 2019/20 and 2020/21 was during Covid and we were not able to take volunteers as we normally would. In 2021/22 things are finally getting back to normal and we are able to bring volunteers back into our program.



## 2D. PARTNERSHIPS

How do you encourage partner involvement in your programs? Do they serve other roles not listed below (e.g., part of an advisory board, etc.)? Our Development Director and Program Operations Director work hand in hand to encourage participation with our partners not only financially but with support of programming. This has included but not limited to bringing in companies to speak about career opportunities, taking field trips to local organizations for a tour, donation of supplies for activities, and targeted programs.

What barriers/challenges have you experienced in identifying and/or recruiting partners and retaining them, and what solutions have worked/been attempted? The beginning of the year we found that partners were hesitant to get involved due to different COVID restrictions. We also as an organization wanted to limit as much outside traffic as possible at the beginning of the year while we continued to navigate these restrictions.

*Partners (across all sites)*

| Partner Name                              | Provide Evaluation Services | Provide Funding / Fundraise | Provide Activity Related Services | Provide Goods & Materials | Provide Volunteer Staffing | Provide Paid Staff | Other |
|---|-----------------------------|-----------------------------|-----------------------------------|---------------------------|----------------------------|--------------------|-------|
| Boys & Girls Clubs of the Greater Santiam | x                           | x                           | x                                 | x                         | x                          | x                  | x     |
| Country Financial                         |                             | x                           |                                   | x                         |                            |                    |       |
| Lebanon School District                   |                             |                             |                                   |                           |                            |                    | x     |
| Mid-Valley STEM Hub Grant                 |                             |                             | x                                 |                           |                            | x                  |       |
| Nike Community Impact Fund 2021           |                             | x                           |                                   |                           |                            |                    |       |
| Sweet Home School District                |                             |                             |                                   |                           |                            |                    | x     |
| Weyerhaeuser                              |                             | x                           |                                   |                           |                            |                    |       |

Partners by Type

| Partner Name                          | Total | Percent |
|---------------------------------------|-------|---------|
| School District                       | 2     | 22.2%   |
| Community-Based Organization          | 1     | 11.1%   |
| For-Profit Entity                     | 1     | 11.1%   |
| National Affiliated Non-Profit Agency | 3     | 33.3%   |
| Other/Unknown                         | 2     | 22.2%   |

**2E. PROCESS MEASURES SUMMARY (REFLECTION)**

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

2E\_1. Strengths:

What does the process data tell you in terms of strength(s)? Describe at least 2 of your program’s greatest strengths or successes in terms of students and/or families served, staffing, operations, and/or partnerships.

From looking at the data it tells us that two strengths that we have are providing training and program operations.

2E\_2. Areas for Improvement:

What does your data tell you about your program in terms of needs/issues that should be addressed or that represent areas of opportunity for growth (select at least 2)? Prioritize them in order of importance to you in the table below.

| Need/Issue to Be Addressed       | Why is this important to your work with youth?   |
|----------------------------------|--|
| Program Level Staffing           | Trained and Committed staffing plays an important role in program delivery, implementation, and overall success in program |
| Intentional Targeted Programming | This will meet the needs of our youth on a more intentional level.   |

## Part 3. To What Extent are We Meeting 21<sup>st</sup> CCLC Grant Objectives?

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The following Program Success story illustrates how our program is making a difference.

**NEW**

### 3A. OUR 21<sup>ST</sup> CCLC SUCCESS STORY

In the beginning of the school year of 2021/22 the CCLC programs struggled with reopening their sites for multiple reasons. Schools reopened up for in person learning again in the classrooms, for our sites that were in the schools, it was a struggle for us finding a space for our programs in the school. If schools had high cases of covid in their school it caused that school to either quarantine or current classes to quarantine. The Sweet Home Junior High was shut down to quarantine multiple times, this caused us to have to shut down our Sweet Home Junior High program. In the Sweet Home elementary school, they would shut down and quarantine class rooms, this sometimes caused lower numbers of students attending our sweet home elementary site.

Hiring staff and keeping staff in our programs was difficult due to the statewide staffing shortage because of covid. Because we were so short staffed, we had different staff at different sites daily so our members didn't have that consistency of staff to get to know, this also caused us to have to shut down sites due to not having enough staff to cover at each site. With so much over turn of staffing, program structure was all over the place.

As more months went by more staff were hired and more staff started to stay constant in one program. Coordinators were able to build a structure for their program. Relationships were able to be built between staff and members. Towards the end of the school year, the district didn't quarantine the whole school or classrooms, this helped with keeping our daily average attendance the same. This story was shared by the Sweet Home Elementary Coordinator, At the start of the year the members had trouble getting homework out during power hour and to be completely transparent there was not any structure. One thing the CCLC Elementary struggled with the most is Power hour and doing homework and being productive during that time. I brainstormed ideas for a way for the members to really be productive during that very useful time. I made a spreadsheet that had each member's name and an amount of points-starting at zero and this went on the front of a binder, I also created a binder with power hour worksheets and this binder they could go to if they were either done with homework or didn't have anything to do during that time. Each time they finished a homework assignment or a power hour worksheet they would get a point. We would have a set amount of points for each month and if they reached that amount of points they got to go to the power hour party at the end of each month. This really encouraged them to do their homework and even go an extra mile to finish worksheets that correlate with what they're learning in school. The members really like doing this and it helped so much with the amount of productivity during that time. It also helped them at school to not only stay caught up with their school work but to also practice things they are learning in and outside of school. I kept in contact with teachers to know what they are learning in class to keep the worksheets updated and recent. The members enjoyed having time to do homework but also having a goal to work towards each month.

### 3B. 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 many outcomes in terms of items and scales used to measure the indicators during the 2019-20 grant year. Due to feedback, surveys were shortened which meant that some indicators contain less items, and scales shortened. Moreover, statewide there were significantly less student and caregiver surveys collected during the 2020-21 and 2019-20 as a result of COVID-19 impacts. In 21-22, federal GPRA measures also were added or changed (these are marked as **NEW GPRA**). Therefore, results over time should be interpreted 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  | Measure (Indicator)  | Year 1: 2018-19          | Year 2: 2019-20  | Year 3: 2020-21         | Year 4: 2021-22          |
|--|--|--------------------------|--|-------------------------|--------------------------|
| 1) 21st CCLC programs explicitly address appropriate grade level academic achievement standards and support students' progress toward graduating career and college ready. | a) 50% of 11-12th grade participants will report being prepared for college and/or career following graduation annually as measured by student surveys.  | <b>Not applicable</b>    | <b>No data reported</b>  | <b>Not applicable</b>   | <b>No data reported</b>  |
|  | c) 50% of 21st CCLC 6-12 <sup>th</sup> 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. | <b>30.8%<br/>(16/52)</b> | <b>No data reported</b>  | <b>No data reported</b> | <b>80%<br/>(12/15)</b>   |
| 2) 21st CCLC programs increase the academic achievement of students who regularly attend the program.  | a) Students will demonstrate an improvement in math and reading/English proficiency rates as measured by state assessment data ( <b>NEW GPRA</b> )   | <b>Not available</b>     | <b>ELA<br/>Comparison =<br/>2514.3<br/>21stCCLC =<br/>2490.2<br/>Not Met<br/>Math<br/>Comparison =<br/>2492.7<br/>21stCCLC =<br/>2474.89<br/>Not Met</b> | <b>Not available</b>    | <b>Not yet available</b> |



| State Objective | Measure (Indicator)  | Year 1: 2018-19                                 | Year 2: 2019-20   | Year 3: 2020-21                | Year 4: 2021-22           |
|-----------------|--|---|---|--------------------------------|---------------------------|
|                 | 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. <b>(Old GPRA)</b> | <b>47.4% - Math</b><br><br><b>50% - Reading</b> | <b>71.4% - Reading</b><br><b>(10/14)</b><br><br><b>78.6% - Math</b><br><b>(11/14)</b> | <b>43.1%</b><br><b>(22/51)</b> | <b>No longer measured</b> |
|                 | c) Students will demonstrate an improvement in GPA as measured by local GPA data <b>(NEW GPRA)</b>   | NA  | NA  | NA                             | <b>Not yet available</b>  |

*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   | Measure (Indicator)   | Year 1: 2018-19                | Year 2: 2019-20         | Year 3: 2020-21                | Year 4: 2021-22                |
|---|---|--------------------------------|-------------------------|--------------------------------|--------------------------------|
| 3) 21st CCLC programs provide youth-centered opportunities that reflect student voice and needs, and complement the school day. | 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. | <b>87.2%</b><br><b>(68/78)</b> | <b>No data reported</b> | <b>43.1%</b><br><b>(22/51)</b> | <b>69.8%</b><br><b>(30/43)</b> |
|   | 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.               | <b>79.5%</b><br><b>(62/78)</b> | <b>No data reported</b> | <b>56.9%</b><br><b>(62/78)</b> | <b>79.1%</b><br><b>(34/43)</b> |
|   | c) 70% of 21st CCLC students will report feeling academically supported by the local 21st CCLC program annually as measured by student                                    | <b>69.2%</b><br><b>(54/78)</b> | <b>No data reported</b> | <b>52%</b><br><b>(26/50)</b>   | <b>83.7%</b><br><b>(36/43)</b> |

| State Objective   | Measure (Indicator)   | Year 1: 2018-19   | Year 2: 2019-20   | Year 3: 2020-21  | Year 4: 2021-22   |
|---|---|---|---|--|---|
|   | surveys.  |   |   |  |   |
| 4) 21st CCLC programs provide supportive learning environments that engage students in learning and promote positive youth development. | a) All 21st CCLC grantees will meet at least 90% of annual attendance targets as measured by student roster. <i>(this changed in 2019-20 from 50% of centers to 100% of grantees)</i>   | Students Served =<br><b>239</b><br><br>90% of Target =<br><b>405</b><br><br>Not Met | Students Served =<br><b>378</b><br><br>90% of Target =<br><b>414</b><br><br>Not Met | Students Served =<br><b>232</b><br><br>90% of Target = <b>414</b><br><br>Not Met | Students Served =<br><b>389</b><br>90% of Target = <b>221</b><br><br><b>Met</b> |
|   | b) At least 75% of school year participants will be regular attendees (30+ days) as measured by attendance records. <i>(this is per grant requirement)</i>  | <b>49.4%</b><br><b>(118/239)</b>  | <b>65%</b><br><b>(202/311)</b>  | <b>76.3%</b><br><b>(145/190)</b>   | <b>45.3%</b><br><b>(68/150)</b>   |
|   | c) 65% of 21st CCLC participants who are in need of improvement will demonstrate positive changes in student engagement annually as measured by school day teacher surveys. <b>(NEW GPRA, previously defined as "behavior")</b>       | <b>54.8%</b><br><b>(17/31)</b>  | <b>66.7%</b><br><b>(12/18)</b>  | <b>N&gt;10</b>   | <b>No Data Reported</b>   |
|   | 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. <b>(Prior GPRA)</b> | <b>58.1%</b><br><b>(18/31)</b>  | <b>77.8%</b><br><b>(14/18)</b>  | <b>N&gt;10</b>   | <b>No longer measured</b>   |
|   | e) The school attendance rates of 21st CCLC participants will improve as measured by ODE-provided attendance data. <b>(NEW GPRA)</b>  | <b>Not available</b>  | <b>Comparison = 83.05%</b><br><br><b>21stCCLC = 85.91%</b>                          | <b>Not available</b>   | <b>Not yet available</b>  |

| State Objective | Measure (Indicator)   | Year 1: 2018-19   | Year 2: 2019-20  | Year 3: 2020-21   | Year 4: 2021-22   |
|-----------------|---|---|--|---|---|
|                 |   |   | <b>Met</b>   |   |   |
|                 | f) The school suspension rates of 21st CCLC participants will improve as measured by ODE-provided suspension data. <b>(NEW GPRA)</b>  | <b>Not available</b>  | <b>Comparison = 0.50</b><br><b>21stCCLC = 0.82</b><br><b>Not Met</b> | <b>Not available</b>  | <b>Not yet available</b>  |
|                 | g) 85% of 21st CCLC students will report positive student-adult relationships at the program annually as measured by student surveys. | <b>65.4%</b><br><b>(51/78)</b>  | <b>No data reported</b>  | <b>74.5%</b><br><b>(38/51)</b>  | <b>100%</b><br><b>(43/43)</b>   |
|                 | h) 70% of 21st CCLC students will report sense of belonging at the program annually as measured by student surveys.                   | <b>74.4%</b><br><b>(58/78)</b>  | <b>No data reported</b>  | <b>60%</b><br><b>(30/50)</b>  | <b>73.2%</b><br><b>(30/41)</b>  |
|                 | i) 50% of 21st CCLC students will report resilient and self-regulatory behaviors annually as measured by student surveys.             | <b>67.6%-Self Regulation</b><br><b>(48/71)</b><br><b>59.2%-Resiliency</b><br><b>(42/71)</b> | <b>No data reported</b>  | <b>63.5% (33/52)-Self Regulation</b><br><b>90.4%</b><br><b>(47/52)-Resiliency</b> | <b>87.2% (34/39)-Self Regulation</b><br><b>89.7%</b><br><b>(35/39)-Resiliency</b> |

*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   | Measure (Indicator)  | Year 1: 2018-19                | Year 2: 2019-20             | Year 3: 2020-21                | Year 4: 2021-22                |
|---|--|--------------------------------|-----------------------------|--------------------------------|--------------------------------|
| 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. | 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.                         | <b>95.0%</b><br><b>(19/20)</b> | <b>No data reported</b>     | <b>68.8%</b><br><b>(11/16)</b> | <b>85.7%</b><br><b>(66/77)</b> |
|   | 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. | <b>100%</b><br><b>(20/20)</b>  | <b>No data reported</b>     | <b>Not measured</b>            | <b>65.3%</b><br><b>(49/75)</b> |
|   | 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.                                 | <b>Not available</b>           | <b>100%</b><br><b>(7/7)</b> | <b>42.9%</b><br><b>(3/7)</b>   | <b>33.3%</b><br><b>(2/6)</b>   |

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

| State Objective   | Measure (Indicator)  | Year 1: 2018-19  | Year 2: 2019-20                                     | Year 3: 2020-21      | Year 4: 2021-22   |
|---|--|--|---|----------------------|---|
| 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) 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> | <b>FRL data missing for more than 50% of students.</b> | <b>100%</b><br><b>(342/342)</b>                     | <b>Not available</b> | <b>Not yet available</b><br><b>Note: We show 6 CEP sites (Designated as 100% FRL)</b> |
|   | 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                 | <b>Not available</b>                                   | <b>80%</b><br><b>of indicators met expectations</b> | <b>Update</b>        | <b>80%</b><br><b>of indicators met expectations</b><br><b>Not Met</b>                 |

| State Objective  | Measure (Indicator)   | Year 1: 2018-19   | Year 2: 2019-20                                      | Year 3: 2020-21 | Year 4: 2021-22   |
|--|---|---|--|-----------------|---|
|  | grant.  |   | 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) 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   | 61.54%<br>of indicators met expectations<br>Baseline | Update          | 56.5%<br>of indicators met expectations<br>Not Met        |
|  | 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. | No Data   | No data reported                                     | N>10            | N<10  |
|  | c) 100% of grantees will have a sustainability plan by mid-Year 3 of the grant as measured by Program Reflection Tool.  | Not available   | Met<br>Baseline                                      | Update          | Not Met   |
| 8) 21st CCLC programs provide a safe, nutritious and healthy environment for all students.   | a) 50% of youth and parents will report importance of nutritional support provided by center as measured by annual student/caregiver surveys.   | Student = 47.2%<br>(34/72)<br><br>Parent = 85%<br>(17/20) | No data reported                                     | Not measured    | 94.7% - students<br>(36/38)<br>93.4% - parents<br>(71/76) |
|  | 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.   | 75.3%<br>(55/73)  | No data reported                                     | Not measured    | 97.7%<br>(42/43)  |

| State Objective   | Measure (Indicator)  | Year 1: 2018-19                  | Year 2: 2019-20              | Year 3: 2020-21                    | Year 4: 2021-22                    |
|---|--|----------------------------------|------------------------------|------------------------------------|------------------------------------|
|   | c) 100% of grantees will have an emergency preparedness plan by Year 2 of the grant as measured by Program Reflection tool.  | <b>Not available</b>             | <b>Met</b>                   | <b>Update</b>                      | <b>Met</b>                         |
| 9) 21st CCLC programs implement high quality operations and evidenced-based activities that are regularly evaluated through a continuous improvement process. | a) 90% of 21st CCLC parents will report value and satisfaction with center/programming as measured by annual parent surveys.   | <b>95.0%</b><br><b>(19/20)</b>   | <b>No data reported</b>      | <b>87.5%</b><br><b>(14/16)</b>     | <b>90.8%</b><br><b>(69/76)</b>     |
|   | b) 90% of staff report satisfaction with communication & support from program administrators as measured by annual staff survey.   | <b>66.7%</b><br><b>(6/9)</b>     | <b>N&lt;5</b>                | <b>85.7%</b><br><b>(6/7)</b>       | <b>N&lt;10</b>                     |
|   | c) 90% of 21st CCLC staff will report satisfaction with state-provided trainings/ professional development annually as measured by training evaluations. <b>[State Outcome Only]</b> | <b>88%</b><br>(Statewide Result) | <b>Not available</b>         | <b>92.5%</b><br>(Statewide Result) | <b>92.7%</b><br>(Statewide Result) |
|   | 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.                     | <b>Not available</b>             | <b>33.3%</b><br><b>(1/3)</b> | <b>Not measured</b>                | <b>60%</b><br><b>(3/5)</b>         |

### 3B\_1. Outcome Results by Centers

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

|                          | Excellence @<br>the Teen<br>Center | Lebanon High | Pioneer School | Oak Heights<br>Elementary<br>School |
|--------------------------|------------------------------------|--------------|----------------|-------------------------------------|
| OBJ1a_Percent            |                                    |              |                |                                     |
| OBJ1a_Denominator        |                                    |              |                |                                     |
| OBJ1a_Numerator          |                                    |              |                |                                     |
| OBJ1c_Percent            |                                    |              |                |                                     |
| OBJ1c_Denominator        |                                    |              |                |                                     |
| OBJ1c_Numerator          | N<10                               | N<10         |                | N<10                                |
| OBJ3a_Percent            | 66.7                               |              | 62.5           |                                     |
| OBJ3a_Denominator        | 8                                  |              | 10             |                                     |
| OBJ3a_Numerator          | 12                                 | N<10         | 16             | N<10                                |
| OBJ3b_Percent            | 58.3                               |              | 87.5           |                                     |
| OBJ3b_Denominator        | 7                                  |              | 14             |                                     |
| OBJ3b_Numerator          | 12                                 | N<10         | 16             | N<10                                |
| OBJ3c_Percent            | 91.7                               |              | 75.0           |                                     |
| OBJ3c_Denominator        | 11                                 |              | 12             |                                     |
| OBJ3c_Numerator          | 12                                 | N<10         | 16             | N<10                                |
| OBJ4a_Total_Served       | 55                                 | 18           | 124            | 55                                  |
| OBJ4a_Target             | Unk                                | Unk          | 72             | 81                                  |
| OBJ4a_Met?               | Unk                                | Unk          | Yes            | No                                  |
| OBJ4b_SY_Reg_Percent     | 39.4                               | 15.4         | 65.8           | 63.6                                |
| OBJ4b_SY_Reg_Denominator | 13                                 | 2            | 25             | 7                                   |
| OBJ4b_SY_Reg_Numerator   | 33                                 | 13           | 38             | 11                                  |
| OBJ4c_Percent            |                                    |              |                |                                     |
| OBJ4c_Denominator        |                                    |              |                |                                     |
| OBJ4c_Numerator          |                                    |              |                |                                     |
| OBJ4g_Percent            | 100.0                              |              | 100.0          |                                     |
| OBJ4g_Denominator        | 12                                 |              | 16             |                                     |
| OBJ4g_Numerator          | 12                                 | N<10         | 16             | N<10                                |
| OBJ4h_Percent            | 66.7                               |              | 64.3           |                                     |

|                          | Excellence @<br>the Teen<br>Center | Lebanon High | Pioneer School | Oak Heights<br>Elementary<br>School |
|--------------------------|------------------------------------|--------------|----------------|-------------------------------------|
| OBJ4h_Denominator        | 8                                  |              | 9              |                                     |
| OBJ4h_Numerator          | 12                                 | N<10         | 14             | N<10                                |
| OBJ4iSR_Percent          | 75.0                               |              | 93.3           |                                     |
| OBJ4iSR_Denominator      | 9                                  |              | 14             |                                     |
| OBJ4iSR_Numerator        | 12                                 | N<10         | 15             | N<10                                |
| OBJ4iR_Percent           | 66.7                               |              | 100.0          |                                     |
| OBJ4iR_Denominator       | 8                                  |              | 15             |                                     |
| OBJ4iR_Numerator         | 12                                 | N<10         | 15             | N<10                                |
| OBJ5a_Percent            | 100.0                              |              | 86.4           |                                     |
| OBJ5a_Denominator        | 12                                 |              | 19             |                                     |
| OBJ5a_Numerator          | 12                                 | N<10         | 22             | N<10                                |
| OBJ5b_Percent            | 66.7                               |              | 71.4           |                                     |
| OBJ5b_Denominator        | 8                                  |              | 15             |                                     |
| OBJ5b_Numerator          | 12                                 | N<10         | 21             | N<10                                |
| OBJ5c_FamilyParticipants |                                    |              | 5              | 2                                   |
| CEP School?              | Yes                                | Yes          | Yes            | Yes                                 |
| OBJ6c_IndicatorsMet      | 100.0                              | 100.0        | 90.0           | 60.0                                |
| OBJ6c_MetGoal?           | Yes                                | Yes          | No             | No                                  |
| OBJ7a_IndicatorsMet      | 92.31                              | 38.46        | 53.85          | 30.77                               |
| OBJ7a_MetGoal?           | No                                 | No           | No             | No                                  |
| OBJ7b_Percent            |                                    |              |                |                                     |
| OBJ7b_Numerator          |                                    |              |                |                                     |
| OBJ7b_Denominator        | 0                                  |              | N<10           |                                     |
| OBJ7c_MetGoal?           | No                                 | No           | No             | No                                  |
| OBJ8a_Percent_Student    | 91.7                               |              | 92.9           |                                     |
| OBJ8a_Denominator_St     | 11                                 |              | 13             |                                     |
| OBJ8a_Numerator_St       | 12                                 | N<10         | 14             | N<10                                |
| OBJ8a_Percent_Parent     | 83.3                               |              | 95.2           |                                     |
| OBJ8a_Denominator_Pt     | 10                                 |              | 20             |                                     |
| OBJ8a_Numerator_Pt       | 12                                 | N<10         | 21             | N<10                                |



|                         | Excellence @<br>the Teen<br>Center | Lebanon High | Pioneer School | Oak Heights<br>Elementary<br>School |
|-------------------------|------------------------------------|--------------|----------------|-------------------------------------|
| OBJ8b_Percent           | 91.7                               |              | 100.0          |                                     |
| OBJ8b_Numerator         | 11                                 |              | 16             |                                     |
| OBJ8b_Denominator       | 12                                 | N<10         | 16             | N<10                                |
| OBJ8c_Met?              | Yes                                | Yes          | Yes            | Yes                                 |
| OBJ9a_Percent           | 100.0                              |              | 95.2           |                                     |
| OBJ9a_Numerator         | 12                                 |              | 20             |                                     |
| OBJ9a_Denominator       | 12                                 | N<10         | 21             | N<10                                |
| OBJ9b_Percent           |                                    |              |                |                                     |
| OBJ9b_Numerator         |                                    |              |                |                                     |
| OBJ9b_Denominator (N>4) | N<5                                | N<5          | N<5            | N<5                                 |

\*Unk = Unknown

|                    | Sweet Home<br>High | Sweet Home<br>Junior High |
|--------------------|--------------------|---------------------------|
| OBJ1a_Percent      |                    |                           |
| OBJ1a_Denominator  |                    |                           |
| OBJ1a_Numerator    |                    |                           |
| OBJ1c_Percent      |                    |                           |
| OBJ1c_Denominator  |                    |                           |
| OBJ1c_Numerator    | N<10               | N<10                      |
| OBJ3a_Percent      |                    |                           |
| OBJ3a_Denominator  |                    |                           |
| OBJ3a_Numerator    | N<10               | N<10                      |
| OBJ3b_Percent      |                    |                           |
| OBJ3b_Denominator  |                    |                           |
| OBJ3b_Numerator    | N<10               | N<10                      |
| OBJ3c_Percent      |                    |                           |
| OBJ3c_Denominator  |                    |                           |
| OBJ3c_Numerator    | N<10               | N<10                      |
| OBJ4a_Total_Served | 26                 | 111                       |
| OBJ4a_Target       | Unk                | 68                        |

|                          | Sweet Home High | Sweet Home Junior High |
|--------------------------|-----------------|------------------------|
| OBJ4a_Met?               | Unk             | Yes                    |
| OBJ4b_SY_Reg_Percent     | 10.5            | 52.8                   |
| OBJ4b_SY_Reg_Denominator | 2               | 19                     |
| OBJ4b_SY_Reg_Numerator   | 19              | 36                     |
| OBJ4c_Percent            |                 |                        |
| OBJ4c_Denominator        |                 |                        |
| OBJ4c_Numerator          |                 |                        |
| OBJ4g_Percent            |                 |                        |
| OBJ4g_Denominator        |                 |                        |
| OBJ4g_Numerator          | N<10            | N<10                   |
| OBJ4h_Percent            |                 |                        |
| OBJ4h_Denominator        |                 |                        |
| OBJ4h_Numerator          | N<10            | N<10                   |
| OBJ4iSR_Percent          |                 |                        |
| OBJ4iSR_Denominator      |                 |                        |
| OBJ4iSR_Numerator        | N<10            | N<10                   |
| OBJ4iR_Percent           |                 |                        |
| OBJ4iR_Denominator       |                 |                        |
| OBJ4iR_Numerator         | N<10            | N<10                   |
| OBJ5a_Percent            |                 | 76.2                   |
| OBJ5a_Denominator        |                 | 16                     |
| OBJ5a_Numerator          | N<10            | 21                     |
| OBJ5b_Percent            |                 | 61.9                   |
| OBJ5b_Denominator        |                 | 13                     |
| OBJ5b_Numerator          | N<10            | 21                     |
| OBJ5c_FamilyParticipants |                 |                        |
| CEP School?              | Yes             | Yes                    |
| OBJ6c_IndicatorsMet      | 40.0            | 90.0                   |
| OBJ6c_MetGoal?           | No              | No                     |
| OBJ7a_IndicatorsMet      | 53.85           | 69.23                  |
| OBJ7a_MetGoal?           | No              | No                     |

|                         | Sweet Home High | Sweet Home Junior High |
|-------------------------|-----------------|------------------------|
| OBJ7b_Percent           |                 |                        |
| OBJ7b_Numerator         |                 |                        |
| OBJ7b_Denominator       | 0               | 0                      |
| OBJ7c_MetGoal?          | Yes             | Yes                    |
| OBJ8a_Percent_Student   |                 |                        |
| OBJ8a_Denominator_St    |                 |                        |
| OBJ8a_Numerator_St      | N<10            | N<10                   |
| OBJ8a_Percent_Parent    |                 | 90.5                   |
| OBJ8a_Denominator_Pt    |                 | 19                     |
| OBJ8a_Numerator_Pt      | N<10            | 21                     |
| OBJ8b_Percent           |                 |                        |
| OBJ8b_Numerator         |                 |                        |
| OBJ8b_Denominator       | N<10            | N<10                   |
| OBJ8c_Met?              | Yes             | Yes                    |
| OBJ9a_Percent           |                 | 81.0                   |
| OBJ9a_Numerator         |                 | 17                     |
| OBJ9a_Denominator       | N<10            | 21                     |
| OBJ9b_Percent           |                 |                        |
| OBJ9b_Numerator         |                 |                        |
| OBJ9b_Denominator (N>4) | N<5             | N<5                    |

\*Unk = Unknown

### 3B\_2. Survey Results

**Surveys were obtained from Caregivers, Students, Teachers, Administrators, and Staff. These are shared in Appendix A.**

Some noteworthy findings were that in the caregiver spring 2022 surveys, question 13, 86.4% of caregivers either agreed or strongly agreed that the after school program had a positive influence on their students academic performance. In the students' surveys in question 22, it asked if you like this after school program and 89.5% said most of the time or yes always. 89.4% of students said they like the activities we do either most of the time or yes, always. 94.7% of students said they like the staff at the afterschool program either most of the time or yes, always.

### 3B\_4. OUTCOME MEASURES SUMMARY (REFLECTION)

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

#### 3B\_1. Strengths:

What does the process data tell you in terms of strength(s)? Describe at least 2 of your program's greatest strengths or successes in terms of students and/or families served, staffing, operations, and/or partnerships. Some of our strength is us doing family nights and family kits every month and having high numbers of families attend them. Another strength is helping support our students in their academics and having most of all of our students engage in our power time in our programs.

#### 3B\_2. Areas for Improvement:

What does your data tell you about your program in terms of needs/issues that should be addressed or that represent areas of opportunity for growth (select at least 2)? Prioritize them in order of importance to you in the table below.

| Need/Issue to Be Addressed  | Why is this important to your work with youth?  |
|---|---|
| communications between us and parents about what is happen/ new at the club | This creates good communication between the club and families to help keep them informed about what is happening at the club, how their child is doing behavior and academics wise. |
| Student recruitment/outreach strategies                                     | This helps bring in more youth into our program for us to help.   |



### 3C. SUSTAINABILITY

a) Summarize how sustainable your 21st CCLC fiscal and programmatic components are currently. Consider the ways in which you have coordinated use of funds with other federal, state and local funding sources. As we currently stand, our CCLC programs as of now are not sustainable through our current budget without the support of the grant. Efforts focused around sustainability took a pause once COVID hit and shifted our focus to sustainability for our entire organization. CACFP funds have helped us continue to provide the afterschool meals and increased focus on individual giving will help us sustain some programming but not at the current level we provide.

b) What plans do you have for your sustainability efforts in 2022-23? Conversations with both districts will be happening soon regarding sustainability. We continue to search for funding opportunities and other outlets for funding support.

## Part 4. CQIP and Dissemination of Evaluation Findings



### 4A. CONTINUOUS QUALITY PROCESS

#### 4A\_1. Usage and Capacity Building

Describe how your program uses the Local Evaluation Report, Program Reflection Tool and Action Plan with staff to inform continuous improvement. We use the Local Evaluation Report, Program reflection Tool and Action Plan with staff to continue to improve our sites by communicating with staff about our Local evaluation report, having staff do a program reflection for their sites and using both of the local evaluation report and program reflection tool to make an action plan that works across all of our sites.

#### 4A\_2. Improvement Planning

a) Within your prior Action Plan (for the 21-22 grant year), you outlined how progress would be measured for each priority area. Please summarize the extent to which you met the progress indicator for each priority area. In other words, how do you know if progress was made toward each of your priority areas?

Success was met for this goal due to several deliveries being met. Establishment of the Healthy Tasting Tables on a monthly basis for all of our stand alone sites and provided at our family nights in each community. This table includes a tasting of a healthy dish, education of a produce that was included in the tasting (vegetable/fruit), recipe for the tasting, and a survey for the student to complete upon completion. We hope this education will encourage youth and families to try/experiment with healthier food options at home. This hopefully in turn will increase family engagement during meal time. Though we did not do a targeted survey for this program, we were able to analyze past phone surveys and came to the conclusion that adding this would bring value to our afterschool programming and meet one of our three main focus pillars: Healthy Lifestyles. We will continue to track engagement and make sure that end of the year surveys include opportunity for families to provide feedback about the Tasting Tables.

b) Based upon your new Action Plan (due Oct. 31, 2022), describe what program changes/improvements you plan to implement for the 2022-23 SY.

We plan to improve our stakeholder communications and will also be refocusing on our unsatisfied 2020-2021 priority goal, to hire and train staff members.

### 4B. DISSEMINATION OF EVALUATION

How will you use this report and disseminate findings to relevant stakeholders<sup>2</sup>?

We plan to transparently share the findings of program challenges in leadership and staffing with partnership BGC GS administration to generate input and further interest. There is a weekly leadership meeting held with the BGC GS administration team, this is an opportunity to share findings. Utilizing the data percentages in this report, a format to share findings may include excel charts.

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<sup>2</sup> Stakeholders may include advisory board, parents/family members, students, district/school partners (administrators and teachers), community partners, etc.

## Appendix A: Survey Results

Links are only available if 10 or more surveys were completed per respondent type.

Links are valid until 06/01/2024.

| Grantee / Centers             | Caregiver Survey  | Student Survey  | Teacher Survey Part2 | Staff Student Engagement Survey | Program Staff Survey  |
|-------------------------------|---|---|----------------------|---------------------------------|---|
| GRANTEE LEVEL                 | <a href="https://reporting.alchemer.com/r/434162_62e2ba7a246c06.34190362">https://reporting.alchemer.com/r/434162_62e2ba7a246c06.34190362</a> | <a href="https://reporting.alchemer.com/r/434162_62e2d2225d16d201680315">https://reporting.alchemer.com/r/434162_62e2d2225d16d201680315</a>   |                      |                                 | <a href="https://reporting.alchemer.com/r/434162_62e456009d9f23.12474149">https://reporting.alchemer.com/r/434162_62e456009d9f23.12474149</a> |
| Excellence at the Teen Center | <a href="https://reporting.alchemer.com/r/434162_62ec28748e6737.42764184">https://reporting.alchemer.com/r/434162_62ec28748e6737.42764184</a> | <a href="https://reporting.alchemer.com/r/434162_62ed8cc68f2902.35421529">https://reporting.alchemer.com/r/434162_62ed8cc68f2902.35421529</a> |                      |                                 |   |
| Lebanon High School           |   |   |                      |                                 |   |
| Pioneer School (Lebanon)      | <a href="https://reporting.alchemer.com/r/434162_62ec2e838ea0d5.02139396">https://reporting.alchemer.com/r/434162_62ec2e838ea0d5.02139396</a> | <a href="https://reporting.alchemer.com/r/434162_62ed8ea4cd6f50.86166872">https://reporting.alchemer.com/r/434162_62ed8ea4cd6f50.86166872</a> |                      |                                 |   |
| Oak Heights Elementary        |   |   |                      |                                 |   |
| Seven Oak Middle School       |   |   |                      |                                 |   |

| Grantee / Centers  | Caregiver Survey  | Student Survey | Teacher Survey Part2 | Staff Student Engagement Survey | Program Staff Survey |
|--------------------|---|----------------|----------------------|---------------------------------|----------------------|
| Sweet Home High    |   |                |                      |                                 |                      |
| Sweet Home Jr High | <a href="https://reporting.alchemer.com/r/434162_62ec2f50b9da24.67417818">https://reporting.alchemer.com/r/434162_62ec2f50b9da24.67417818</a> |                |                      |                                 |                      |

## Appendix B: Program Reflection Results

### Program Reflection Results by Year (Overall by Quality Elements)

|                                       | Year  | Program Admin. | Staff Qual. / Training | Partnerships | Evaluation & CQIP | Sustainability | Diversity & Equity | Physical Environ. | Safety & Health | Interactions & Relations | Youth Centered | SEL & Engage |
|---------------------------------------|-------|----------------|------------------------|--------------|-------------------|----------------|--------------------|-------------------|-----------------|--------------------------|----------------|--------------|
| Excellence @ the Teen Center (E @ TC) | 20-21 | 91.07          | 98.21                  | 76.92        | 87.50             | 58.33          | 97.50              | 100.00            | 100.00          | 100.00                   | 87.50          | 100.00       |
|                                       | 21-22 | 76.79          | 85.71                  | 57.69        | 75.00             | 75.00          | 82.50              | 83.33             | 90.00           | 90.00                    | 81.25          | 79.17        |
| Lebanon High                          | 20-21 | 87.50          | 98.21                  | 67.31        | 68.75             | 41.67          | 100.00             | 100.00            | 97.50           | 100.00                   | 92.19          | 100.00       |
|                                       | 21-22 | 67.86          | 76.79                  | 73.08        | 71.88             | 66.67          | 82.50              | 41.67             | 72.50           | 87.50                    | 79.69          | 72.92        |
| Oak Heights Elementary School         | 20-21 | 60.71          | 82.14                  | 48.08        | 59.38             | 50.00          | 57.50              | 70.83             | 88.75           | 87.50                    | 51.56          | 70.83        |
|                                       | 21-22 | 80.36          | 75.00                  | 44.23        | 43.75             |                | 85.00              | 83.33             | 93.75           | 95.00                    | 95.31          | 91.67        |
| Pioneer School                        | 20-21 | 71.43          | 69.64                  | 63.46        | 65.63             | 58.33          | 72.50              | 70.83             | 80.00           | 75.00                    | 71.88          | 66.67        |
|                                       | 21-22 | 51.79          | 51.79                  | 36.54        | 43.75             | 50.00          | 72.50              | 62.50             | 65.00           | 70.00                    | 64.06          | 70.83        |
| Sweet Home High                       | 20-21 | 71.43          | 76.79                  | 55.77        | 56.25             | 75.00          | 55.00              | 95.83             | 82.50           | 87.50                    | 67.19          | 85.42        |
|                                       | 21-22 | 66.07          | 75.00                  | 65.38        | 71.88             | 58.33          | 82.50              | 66.67             | 80.00           | 72.50                    | 60.94          | 64.58        |
| Sweet Home Junior High                | 20-21 | 76.79          | 94.64                  | 71.15        | 93.75             | 83.33          | 87.50              | 100.00            | 100.00          | 100.00                   | 95.31          | 100.00       |
|                                       | 21-22 | 76.79          | 85.71                  | 69.23        | 75.00             | 75.00          | 82.50              | 83.33             | 88.75           | 90.00                    | 81.25          | 79.17        |

### 2022 Program Reflection Results by Elements (Reflecting on 2021-22 Grant Year)

| Element  | Sub Element   | Total Possible Points | % of Total Score |
|--|---|-----------------------|------------------|
| <b>1. Program Administration</b> - A quality program has an effective 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. | 1.1 - Program has and is driven by a clear vision, mission, and purpose.  | 12                    | <b>79.17</b>     |
|  | 1.2 - Operation is supported by well-documented policies and procedures.  | 16                    | <b>81.25</b>     |
|  | 1.3 - Staff have appropriate levels of structure, guidance, and autonomy. | 16                    | <b>77.60</b>     |



| Element  | Sub Element   | Total Possible Points | % of Total Score |
|--|---|-----------------------|------------------|
|  | 1.4 - Stakeholder groups support and inform program planning and administration.  | 12                    | 50.69            |
|  | <b>Total</b>  | <b>56</b>             | <b>73.21</b>     |
| <b>2. Staff Qual/Development</b> - 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                    | 85.42            |
|  | 2.2 - Program provides ongoing professional development at all staff levels.  | 12                    | 81.94            |
|  | 2.3 - Program ensures staff have an understanding of targeted and diverse learning strategies.  | 12                    | 70.83            |
|  | 2.4 - Program promotes a consistent staff presence throughout the program offering.   | 4                     | 75.00            |
|  | <b>Total</b>  | <b>56</b>             | <b>80.80</b>     |
| <b>3. Partnerships</b> - 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                    | 72.02            |
|  | 3.2 - Program promotes complementary alignment of school day and afterschool through regular communication, resource allocation, and data-sharing | 24                    | 47.57            |
|  | <b>Total</b>  | <b>52</b>             | <b>60.74</b>     |
| <b>4. Evaluation and CI</b> - 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                    | 73.44            |
|  | 4.2 - Program engages in regular and ongoing action planning for continuous improvement.  | 16                    | 61.98            |
|  | <b>Total</b>  | <b>32</b>             | <b>67.71</b>     |
| <b>5. Sustainability</b> - High quality after school programs plan for sustainability.   | 5.1 - Program engages in continuous planning and assessment to ensure fiscally sustainable programming.   | 12                    | 62.88            |
|  | <b>Total</b>  | <b>12</b>             | <b>62.88</b>     |
| <b>6. Diversity &amp; Inclusion</b> - High quality after school programs embrace and value diversity, and have a conscious commitment to helping all   | 6.1 - Program ensures that they are available and accessible for all youth  | 16                    | 82.29            |

| Element  | Sub Element  | Total Possible Points | % of Total Score |
|--|--|-----------------------|------------------|
| youth thrive by providing inclusive, accessible, responsive, and engaging services.  | 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                     | 87.50            |
|  | 6.3 - Program supports staff in building cultural competence among staff and with youth through culturally responsive practices, activities, and opportunities.              | 16                    | 73.44            |
|  | <b>Total</b>   | <b>40</b>             | <b>79.79</b>     |
| <b>7. Physical Environment</b> - 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                    | 79.86            |
|  | <b>Total</b>   | <b>24</b>             | <b>79.86</b>     |
| <b>8. Safety &amp; Health</b> - 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                    | 86.55            |
|  | 8.2 - Program provides a healthy, welcoming, and accommodating environment.  | 16                    | 80.21            |
|  | 8.3 - Program provides a healthy, welcoming, and accommodating environment.  | 12                    | 87.50            |
|  | 8.4 - Program provides nourishment based on health and wellness standards for children and youth.  | 8                     | 97.92            |
|  | <b>Total</b>   | <b>80</b>             | <b>86.56</b>     |
| <b>9. Interactions/Relationships</b> - 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                    | 81.67            |
|  | 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                    | 94.17            |
|  | <b>Total</b>   | <b>40</b>             | <b>87.92</b>     |
| <b>10. Youth Centered</b> - 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                    | 80.73            |
|  | 10.2 - Program provides experiential and age-appropriate activities.   | 12                    | 80.56            |

| Element   | Sub Element  | Total Possible Points | % of Total Score |
|---|--|-----------------------|------------------|
|   | 10.3 - Program ensures relevant, authentic, and developmentally appropriate opportunities for youth voice and choice that are reflected in planning and programming. | 8                     | <b>77.08</b>     |
|   | 10.4 - Program provides opportunities for youth leadership.  | 8                     | <b>78.13</b>     |
|   | 10.5 - Program intentionally supports academic, social, and emotional competence-building.   | 20                    | <b>72.50</b>     |
|   | <b>Total</b>   | <b>64</b>             | <b>77.34</b>     |
| <b>11. SEL and Engagement</b> - 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                    | <b>80.56</b>     |
|   | 11.2 - Programming and activities intentionally support high levels of youth engagement and expectation.   | 8                     | <b>87.50</b>     |
|   | 11.3 - The program environment and activities cultivate a sense of belonging.  | 12                    | <b>86.11</b>     |
|   | 11.4 - Staff receive training in and promote positive behavior supports for reframing conflict.  | 16                    | <b>76.56</b>     |
|   | <b>Total</b>   | <b>48</b>             | <b>81.77</b>     |