

**21st CENTURY COMMUNITY LEARNING CENTER
LOCAL EVALUATION REPORT 2019-20**

PUGET SOUND EDUCATIONAL SERVICE DISTRICT

COHORT 13

**KENT CONNECTS:
Building Families, Community and School Success
Meeker Middle School and Mill Creek Middle School
Kent School District**

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I. Background and Context

Context: COVID-19 and the Movement for Racial Justice

The prevailing context and challenge in the Puget Sound region and across the country and world in the 2019-20 program year is the COVID-19 pandemic. Schools closed and 21st Community Learning Centers (CCLC) ended in-person programming in early March 2020. Any programming was virtual through the end of the school year. The Puget Sound Educational Service District (PSESD) 21st CCLC Program Director describes the impact of COVID as this: “This unique epidemic has been an experience. We are grateful for our team to meet regularly, to continue to work and connect with our students, families, and schools. We’ve had to rely on our personal strengths, relationships with students, families, and schools and creative solutions to continue to provide service. We became more diverse in how we connect with our students. We mailed postcards and self-care and activity packages, made phone check in calls, met students at school lunch drop off sites, and provided a variety of online social emotional learning, learning enrichments during the spring and summer. Our hearts are sad because we miss our students. My team miss the in-person connections. This is a science experiment, and we are continually learning new ways to connect with our students.” This program year can be divided into two different realities: “pre-COVID” and “during COVID”. This report includes information about the program during both periods, acknowledging that March-June was the start of an unprecedented time.

The movement for racial justice that has been growing since Spring across the United States and the world is another important part of this program’s context. As part of PSESD and its mission to ensure “Success for Each Child and Eliminate the Opportunity Gap by Leading with Racial Equity”, the PSESD 21st CCLC programs focus on opportunities to disrupt inequities in education and serve and support students and families of color. The racial uprising of the Spring and Summer 2020 impact the 21st CCLC students, families, staff, as well as the broader community. The focus of these programs is to provide different forms of support and connection with students and families during these challenging times.

Community Description

This community served by this grant is located in southeast King County, in the city of Kent, and includes two middle schools, Mill Creek Middle School and Meeker Middle School, both within the Kent School District. This community is predominately low-income and is representative of recent immigrant and refugee families. Mill Creek and Meeker have a highly diverse student population, representative of many institutionally underserved populations, including immigrant/refugee families, Latino families, low-income and highly mobile families, and housing and food insecure families.

The Washington School Improvement Framework (WSIF) identifies how schools can improve the education of all students and combines up to nine indicators (such as graduation rates, attendance, and proficiency on state assessments) to determine state supports for school improvement. Per the WSIF, Mill Creek and Meeker are currently identified as a Tier II school,

with targeted support for 3+ student groups.¹ The programs at Meeker and Mill Creek were in their fourth year of operation in 2019-20.

Mission/Vision

The overarching goal of the Kent Connects program is to increase academic achievement, improve learning behaviors in the classroom, develop social emotional well-being, and prepare students for success in high school and real world post high school opportunities. Kent Connects approaches this work through a lens of trust and relationship building both with teaching/school staff as well as students and families.

Data from OSPI Report Card * October 2018 enrollment May 2019 enrollment	Meeker (N=714) (N=X)	Mill Creek (N=888) (N=X)	Kent SD (N=27,467) (N=X)
American Indian –Alaskan Native	.1%	.1%	.3%
Asian	31.5%	14.9%	20.3%
Black/African American	16%	19.5%	12.7%
Hispanic/Latino (of any race)	20%	37.7%	22.8%
Native Hawaiian/Other Pacific Islander	2.9%	5.5%	2.6%
White	20.6%	15%	31.5%
Two or more Races	8.8%	7.3%	9.7%
English Learners	18.8%	29.2%	21.3%
Low Income	59.8%	78.4%	52.9%
Students with Disabilities (Special Education)	11.1%	10.7%	12.2%
SBA ELA 7 th - % meeting standard	54.8%	38.4%	56.2%
SBA Math 7 th - % meeting standard	43%	23.7%	46.1%
Washington School Improvement Framework Support Tier	Support Tier II: Targeted 3+ (Black/ African American, Hispanic/Latinx, Students with Disabilities)	Support Tier II: Targeted 3+ (Black/ African American, Hispanic/Latinx, Native Hawaiian/Other Pacific Islander, English Learners, Students with Disabilities)	

Compared to other schools in the Kent School District, Meeker and Mill Creek serve a higher proportion of Black/African American Students and low income students, with Mill Creek serving a significantly higher percentage of low income students and a higher proportion of Hispanic/Latino student and English Learners. The percentage of students who meet performance standards in English Language Arts (ELA) and Math in both schools is less than the percentage of students who meet standards in these areas district-wide, with Mill Creek presenting a more significant gap between the percent of students meeting ELA and Math standards compared to the district wide averages.

¹ Office of the Superintendent of Public Instruction Washington State Report Card at <https://washingtonstatereportcard.ospi.k12.wa.us/>. Accessed July 21, 2020.

Goals and Objectives

Kent Connects works towards goals in a range of areas:

1) Increase student achievement in reading and math

- 1.1) At least 50% of regular attendees will increase their achievement in reading/language arts from the fall to spring.
- 1.2) At least 50% of regular attendees will increase their achievement in mathematics from the fall to spring.
- 1.3) At least 30% of regular attendees will meet standard on state assessments.

2) Improve academic and learning behaviors in the classroom

- 2.1) At least 70% of regular attendees will improve on turning in their homework on time and completing homework to the teachers' satisfaction.
- 2.2) At least 70% of regular attendees will improve on coming to school motivated to learn, behaving well in class and getting along well with others.
- 2.3) At least 90% of regular attendees will have a daily school day attendance rate of 90% or greater.

3) Serve a meaningful number of students at each site

- 3.1) Meeker– Serve 100 students per day and 100 students will attend at least 30 days, and 60% of regular attending students will attend 60 or more days.
- 3.2) Mill Creek – Serve 100 students per day and 100 students will attend at least 30 days, and 60% of regular attending students will attend 60 or more days.

4) Increase ratings on the YPQA each year

- 4.1) Ratings on the dimensions of interaction and engagement by the local evaluators will increase each year of the project.
- 4.2) Ratings on the dimensions of interaction and engagement by the local evaluators will equal or better the average ratings of other programs in the state by the last year of the project.

5) Increase the knowledge and skills of families about how to support the education of their children

- 5.1) 80% of regular attendees will attend at least one family event.
- 5.2) At least 80% of participating families will agree or strongly agree that they learned new information that will be helpful to their child or family.
- 5.3) At least 80% of participating families will agree or strongly agree that they plan to use at least one of the ideas learned.

6) Increase the number of community partners who collaborate with the project

- 6.1) The program will collaborate with at least three community partners in the first year of operation.
- 6.2) The program will add at least one new partner in each subsequent year of the program.

II. Project Description

The Kent School District was the major partner that provided office space for coordinators, space for indoor and outdoor program activities, transportation, access to student records, meeting time, access to technology for staff and students and other services such as summer meals. Each school also made contributions, such as opening student clubs to after-school students and having classroom teachers and non-teaching staff volunteer. At Meeker, After-School All-Stars was a major partner that provided 4-5 staff members to lead most of the enrichments each day. The Puget Sound ESD coordinator functioned more in the role of a liaison to the school. For the purposes of this report, a partner is defined as an organization or individual other than the grantee, school, or school district, that provides any in-kind or cash contribution that supports the objectives of the program.

Partners in 2019-20, along with their contributions, are listed below:

Meeker:

1. Puget Sound ESD: Leaders in Training (LIT): *High School Staff Interns*
2. After-School All-Stars (ASAS): *Program Staff and Field Trips*
3. Communities in Schools (Kent): *Academic/SEL Support*
4. Everett Aquasox Field Trip: *ASAS Field Trip*
5. Gear-Up via University of Washington (Seattle): *College and Career Readiness (8th Graders) / Transportation Support*
6. Glover Empower and Mentoring: *Mentorship and Academic Support*
7. Kent Parks and Recreation: *2-Hour Cooking Enrichment Class*
8. Kent School District: *Building use, transportation, nutrition Services (summer breakfast and lunch, after-school meals)*
9. Kentridge High School: *volunteers to support program activities*
10. Meeker Parent Volunteer: *parent volunteers to lead cooking activity*
11. Museum of Flight: *Dream of Flight Field Trip; STEM Field Trip and Museum Exploration*
12. PSESD Mill Creek Middle School: *Drug and Alcohol Prevention/Social Emotional Concert*
13. Puget Sound ESD: *21st CCLC Site Coordinator*
14. SubZero Ice Cream Demonstration: *STEM Presentation and Science Experiments*
15. University of Washington (Seattle): *College Exploration Field Trip*

Mill Creek:

1. Mill Creek Middle School: *Provided teaching staff to run daily activities; funds for transportation and staff, nutrition services (breakfast and lunch daily)*
2. Washington State History Museum: *Provided a scholarship to attend the museum*
3. LeMay Car Museum: *Awarded a scholarship for entrance and transportation; provided tours and activities for the students to learn about cars.*
4. Kent Park and Recs: *Provides a cooking club and sports club*
5. Axios: *Runs our Leadership club for troubled youth*
6. Young Life: *Provides fun interactive activities along with messages about Jesus and supervises community center during lunches once a week*

7. Kent Phoenix Academy: *Offered a place for kids to do sports, gaming, dancing etc. once a week.*
8. Kent Meridian High School: *Drama teacher offered Drama for students once a week*
9. Kent Elementary Staff: *Helped put on Parents Night Out*

Operations and Activities

Each program provided about 27 weeks of activities to 7th and 8th graders, offering program 4 days per week for 2.5 hours per day. This year, due to the COVID-19 pandemic and subsequent school closures, in-person programming ended in March 2020.

Each program operated as described below:

Meeker Middle School

- Meeker MS offered a 4-week **summer** session, which ran 3 days a week for 7 hours a day (8:30am-3:30pm), and which served 7th and 8th graders, and included 9th and 10th grade high school volunteers. Incoming 7th graders were given supportive introductory lessons on transitioning from elementary to middle school.
- The **school year program (Fall + Spring)** ran for 24 weeks, for 4 days a week for 2.5 hours per day (2:30-5pm) and served 7th and 8th graders. As a result of growing public health concerns around COVID-19 and subsequent school closures, after-school programming was cancelled in March 2020. The school year program served 168 students. In the fall, a Meeker MS Family Engagement and Events committee was also developed to help support family engagement at Meeker for the 2019-2020 school year. The partnership with Gear Up resulted in the recruitment of a University of Washington Intern to provide College and Career Support during the spring. However, all planned College and Career readiness activities were cancelled because of school closures, as were field trips and family events.
- **Since schools closed**, the program quickly shifted to addressing student and family needs. The Site coordinator in partnership with the school has provided meal supports and checked in on students via phone calls and has referred families to critical resources. In the midst of these challenges, the site coordinator also spearheaded a 4-week virtual program offering at the end of the Spring 2020 session.

Mill Creek Middle School

- Mill Creek MS offered a 4-week long **summer** session to 7th and 8th graders. The program ran 5 days a week, 4 hours a day (8:30am-12:30pm) Monday, Tuesday, Wednesday and Friday, and 8 hours on Thursday (8:30am-4:30pm). Summer programming had a daily focus on building positive relationship building amongst peers and was well attended with 74 students attending at least one day.
- The **school year program (Fall +Spring)** ran for 22 weeks and was offered 5 days a week for 2.5 hours per day (2:30-5pm) and served 7th and 8th graders. As a result of

growing public health concerns around COVID-19 and subsequent school closures, after-school programming was cancelled in March 2020. During the school year, the program engaged many new students and served 250 students.

- **Since schools closed**, the program has shifted to addressing student and family needs. Site coordinator in partnership with the school has provided meal supports and checked in on students via phone calls and has referred families to critical resources.

Recruitment and Staffing

Meeker students were recruited through teacher and school referrals, parent recommendations, as well as through tabling at school events at the middle school and local feeder elementary school. Meeker MS staff included a site director, a site coordinator and the support of school administrators, teachers, other non-teaching school staff and college and high school student volunteers who previously participated in 21st CCLC afterschool programming. For the Fall and Spring sessions, After-School All-Starts (ASAS) provided the programming staff.

Mill Creek students were recruited through tabling efforts at multiple elementary feeder schools and during lunch time. Recruitment efforts were also supported by returning students (who are now in high school) to speak with students on their positive experience with the 21st CCLC program. Mill Creek MS staff included a site director, a site coordinator, school administrators, teaching staff, other non-teaching school staff, high school student and parent volunteers.

Activities

Program Activities

Student activities for the summer, fall and spring session are listed in the table below:

	2019-20 Program Activities	
	Summer Session	Fall + Spring Session
Meeker Middle School	<ul style="list-style-type: none"> • Cooking • STEM activities such as Robotics Cubelets; Team Egg Drop Challenge; and Team Spaghetti Tower Challenge • Art and DIY club • Reading Writing and Book Club • Team sports and athletics • Field trips such as Museum of Flight: Dream of Flight Exploration Field Trip and a College Exploration Field trip to University of Washington 	<ul style="list-style-type: none"> • ASAS provided many enrichment activities such as: Anime club, Dance, Event Planning, Sports and Athletics, DJ Music production • Glover Empower and Mentoring offered RAW Gemstones mentorship program • Gear-Up provided multiple field trips to local colleges and a STEM Exploration Day at Microsoft

Mill Creek Middle School	<ul style="list-style-type: none"> • Arts and paintings • STEM activities • Literacy • Physical Activity 	<ul style="list-style-type: none"> • Literacy activities including #ProjectLitBulldogs • Axios – trauma informed leadership building • Cooking • Drama Club • Dance Crew • Community service opportunities • Music production • Physical activities and sports
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Family Activities

Each school hosted and participated in several family events. You will find the details of these events listed below along with an estimated number of family members who attended each event. Unfortunately, due to the COVID-19 pandemic, schools closed in March 2020, and all planned family events were cancelled, including a Multicultural Night, Paint Night at Mill Creek and a Gear Up College and Career Night at Meeker.

2019-20 Events	
Meeker Middle School	Mill Creek Middle School
Fall 2019 <ul style="list-style-type: none"> • Gear Up STEM Night: Parents and 8th grade students participated in learning about the Gear-Up Program and fellow expanded learning programs; learned about the Science, Math, and Technology department; were able to take home take-home STEM Kit Activities (58 students and family members attended) • Meeker Family Skyward Night: Families were able to learn from our office and technology department about accessing the online Skyward System; learned how to access grades, communicate with teachers, update family information, and retrieve assignments and missing work. (30+ students and family members were in attendance) • Meeker Conference Night: Families came in to meet with the learning 	Fall 2019 <ul style="list-style-type: none"> • Latinos Unidos: Introduced GEAR UP program as well as celebrated Hispanic Heritage month (121 students and family members attended) • Parents Night Out: Offered a night for Mill Creek and Kent Elementary 6th grade students to enjoy in activities and enrichments while giving parents a time to do shopping for Christmas (37 students and family members attended) Spring 2020 <ul style="list-style-type: none"> • Paws Night: 6th graders and families were invited to a night to get to know Mill Creek and staff. This included a presentation about the 21st CCLC after school program and upcoming summer camp 2020 offering. • Mill Creek Paint and Snack Night (cancelled due to COVID-19 pandemic) Multicultural Night (cancelled due to COVID-19 pandemic)

<p>departments at Meeker MS; family members were also able to connect with the 21st CCLC and partner programs about accessing additional academic/social emotional support from Meeker Middle School (100+ students and family members were in attendance)</p> <ul style="list-style-type: none"> • Meeker Incoming 7th Grade Night: Incoming families and students entering the 7th grade in the 2020-2021 schools year learned about Meeker Middle School and programs offered after school and inquire about the upcoming 2020 Summer Program (100+ students and family members were in attendance) • Meeker Open House: Families came in to meet with the learning departments at Meeker MS; family members were able to connect with the 21st CCLC and partner programs about accessing additional academic/social emotional support from Meeker Middle School (100+ students and family members were in attendance) <p>Spring 2020</p> <ul style="list-style-type: none"> • Meeker Career Day (cancelled due to COVID-19 pandemic) • Gear Up College, Career and Trader Fair (cancelled due to COVID-19 pandemic) <p>Meeker Multicultural Festival (cancelled due to COVID-19 pandemic)</p>	
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III. Data Collection Methodology

The project and evaluation collected data from a variety of sources and these included:

- **Attendance/Retention of students.** Coordinators recorded daily attendance using the After- School All-Stars database program and this data was shared with Puget Sound ESD staff through a data sharing agreement.
- **Student Information.** The programs submitted a list of students to the Kent School District who then provided a download of student data for required reporting of

information on student characteristics, academic achievement, and other student information.

- **Program Quality Assessment.** The coordinators at each site completed one YPQA Form A and one Form B assessment. Evaluators visited and completed two YPQA Form A assessments. These observations included both enrichment and academic activities and were generally led by non-certificated staff. The evaluator entered scores into the YPQA online scores reporting system and supported the coordinator in developing improvement goals.
- **Annual Performance Report data.** For each of the reporting periods in summer, fall and spring, site coordinators gathered data to report on partnerships, program operations, activities, staffing, and parent activities.

IV. Program Implementation Findings

Program attendance and participation

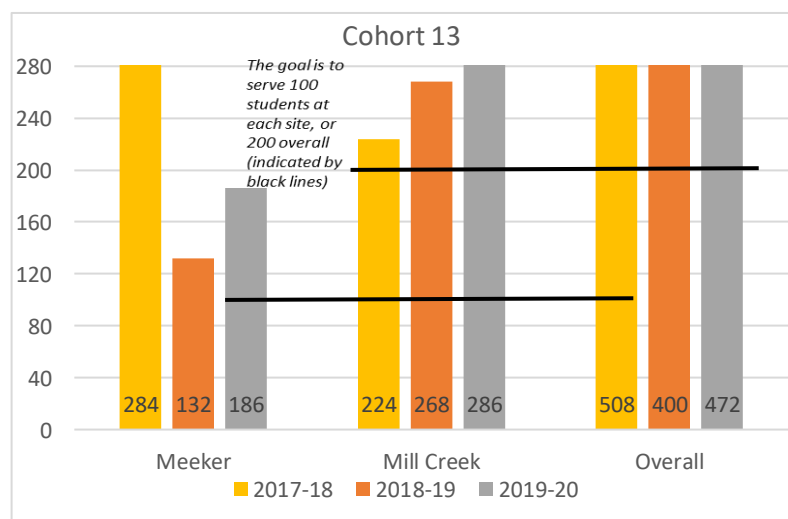
The 21st CCLC program categorizes groups of students based on the number of days they attended. The chart below shows these groupings for each site:

- Students attending less than 10 days likely receive few benefits from the program
- Students attending 10-29 days may receive some benefits
- Students who attend 30 or more days are likely to receive some benefits and are referred to as regular attendees
- Regular attendees who attend 60 or more days are believed to receive the most benefit

Serve a meaningful number of students at each site

- Meeker– Serve 100 students per day and 100 students will attend at least 30 days, and 60% of regular attending students will attend 60 or more days.
- Mill Creek – Serve 100 students per day and 100 students will attend at least 30 days, and 60% of regular attending students will attend 60 or more days.

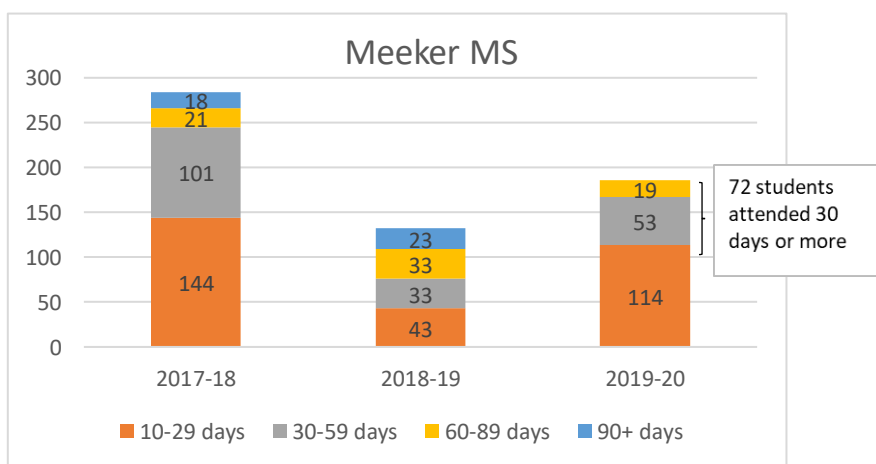
Per the chart on the right, Meeker enrolled a total of 186 students and Mill Creek enrolled a total of 286 students. It is impressive that despite the challenges of school closures and COVID-19, combined, Mill Creek and Meeker enrolled 472 students to participate in the program and managed to increase their number of enrolled students in the 2019-20 program year compared to 2018-19, a typical program year.

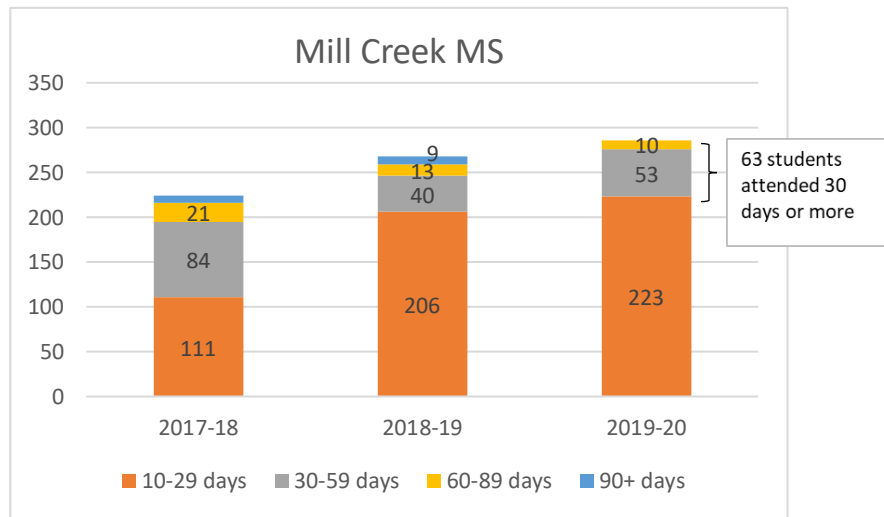


The charts below demonstrate the frequency at which students engaged with programming. Both schools fell short of their goal to have at least 100 students attend 30 days or more of program. It is worth noting that given the premature end to school programming, both schools were likely on trend to meet their goal of having 100 students be regular attendees across the program year.

The charts below elaborate on these student attendance details in the following way:

- At Meeker, amongst all enrolled students, 38% (72) of these students were regular attendees. Amongst the students that were regularly attendees at Meeker, 19 (~26%) attended 60 or more days. Despite school closures and COVID-19, in comparison to the 2018-2019 program year, Meeker still increased the total number of students enrolled by 54, going from 132 students in 2018-19 to 186 students in 2019-20.
- At Mill Creek, 23% (63) of all enrolled students attend program regularly. Amongst these regular attendees at Mill Creek, 10 (16%) attended 60 or more days. Despite school closures and COVID-19, in comparison to the 2018-19 program year, Mill Creek still managed to increase the total number of students enrolled by 18, going from 268 students in 2018-19 to 286 students in 2019-20.
- Overall, student enrollment has maintained a steady pace since from the 2017-18 to the present 2019-20 year. Combined Meeker and Mill Creek enrolled 472 students, which is 72 more students than in 2018-19 which had 400 total students. Considering the premature end to programming in the Spring of 2020, it is impressive that overall, the number of students served by the program was already matching numbers from previous years and is indicative that engagement was substantial.





School (2019-20)	Total attendees	Regular attendees	% of all attendees who were regular attendees	Attendees 60+ days	% of regular attendees who attended 60+
Meeker	186	72	38%	19	26%
Mill Creek	286	63	23%	10	16%
Total	472	135	28%	29	22%
Goals		200			60%

Program Quality

The program has a goal focused on the quality of programming, with particular focus on the measures outlined in the Youth Program Quality Assessment (YPQA) tool, described below:

Increase ratings on the YPQA each year

- *Ratings on the dimensions of interaction and engagement by the local evaluators will increase each year of the project.*
- *Ratings on the dimensions of interaction and engagement by the local evaluators will equal or better the average ratings of other programs in the state by the last year of the project.*

The tables below reflect the external assessor ratings over time for Cohort 13, as well the ratings per school (Mill Creek and Meeker) in the 2019-20 program year.

Across all YPQA dimensions, Cohort 13 increased their scores in every dimension, Safe Environment, Supportive Environment, Interaction and Engagement. In comparison to the WA state average in 2019-20, Cohort 13 rated higher in the area of Safe Environment and Interaction, and fell short in the area of Supportive Environment and Engagement. For the current program year (2019-20), in the area of Interaction, both Meeker and Mill Creek scored above the WA State average score (3.0) with scores of 3.1 and 3.6 respectively.

YPQA Project Rating by Dimension (Cohort 13) 2016-2020					
YPQA Dimension	2016-17	2017-18	2018-19	2019-20	WA State average 2019-20
Safe Environment	4.7	4.8	4.7	4.8	4.7
Supportive Environment	4.0	3.3	3.6	3.9	4.3
Interaction	3.6	2.6	2.9	3.4	3.0
Engagement	2.6	1.8	1.9	2.4	2.8

YPQA Scores by Dimension by Site (Cohort 13) 2019-20			
YPQA Dimension	Meeker MS	Mill Creek MS	WA State average
Safe Environment	4.7	4.8	4.7
Supportive Environment	3.9	3.9	4.3
Interaction	3.1	3.6	3.0
Engagement	2.5	2.3	2.8

Staff wrote improvement goals, several of which focus on PQA topics, in response to information from the YPQA assessments, as listed below. Please note that due to school closures and distance learning, these goals may not accurately reflect how YPQA standards will be used to assess the quality of programming and may need to be adjusted as needed.

School	Program Improvement Goals 2019-2020	Program Imp Goals 2020-2021
Meeker Middle School	<ul style="list-style-type: none"> The after-school program site coordinator(s) and/or partners will develop/attend a "Planning and Reflection" methods training to support new and returning staff members incorporate student feedback and ideas into their planning session as part of their daily enrichment planning practice. The after-school program site coordinator(s) and/or partners will develop/attend a "Planning and Reflection" methods training to support new and returning staff members incorporate student feedback and ideas into their reflection practices as part of their daily enrichment Reflection practices. The program site-coordinator(s) and community-based organizations will communicate with Meeker Middle 	<ul style="list-style-type: none"> For the 2020-2021 school year, the program site-coordinator(s) and community-based organizations will continue to utilize student Academic data and grade reports from teachers and administration to use afterschool. All data allowed to be shared by the district will be used to set academic improvement goals with students in the next year. During the Spring 2020 - 2021 School year, the after school program site coordinator(s) and/or partners will attend professional development classes and methods training to support new and returning staff

	<p>School about obtaining student data and grade reports from teachers and administration to use afterschool. All data allowed to be shared by the district will be used to set academic improvement goals with students in the next year.</p>	<p>members incorporate student planning, student feedback, and reflection ideas into their enrichment session as part of their daily enrichment planning practice.</p> <p>Areas to include:</p> <ul style="list-style-type: none"> ○ Planning and Reflection ○ Conflict Management ○ Classroom Management ○ Additional methods and practices <ul style="list-style-type: none"> ● During the 2020-2021 school year, Site-Coordinators, Program Staff, and CBOs/Partners will attend at least one professional development class that involves Diversity, Equity, and Inclusion, Conflict Resolution, Classroom Management, and/or any related professional development classes to help support staff while working with students, parents, and school day staff.
Mill Creek Middle School	<ul style="list-style-type: none"> ● Continue to have staff plan by using the work sheet in order to be prepared for clubs. The quality of program will improve as well as relationships between staff and students. ● Have staff observe other afterschool staff delivering program in order to provide feedback and receive feedback when observed. ● Provide opportunities for staff and youth to participate fully in program decision making by having students take surveys, have staff provide reflection for students throughout their club, and have staff reflect with the rest of team on what they learned. 	<ul style="list-style-type: none"> ● Meaningfully connect with students so they know they have a fun and safe place to be daily. ● Take a stronger focus on improving attendance with the goal to have 100 students attend for 30 or more days. ● Work on family nights and have higher survey completion to have more robust information on how to better help our students and families. ● Since most students frequent the community center, staff are working with students to

		plan a variety of activities to do while in community center to plan clubs and activities that students would want to participate in and lead.
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Community partners

The grant goal for community partners is as follows:

Increase the number of community partners who collaborate with project (This aligns with the state performance goal for community collaboration)

- *The project will collaborate with at least three community partners in the first year of operation*
- *The project will add at least one new partner in each subsequent year of the project*

At Mill Creek, Mill Creek Middle School has been an important partner this year, providing staff to lead various afterschool clubs, transportation, building space and meals for students who attend program. Axios is another important partner that has provided important leadership skill building to youth experiencing vulnerability. At Meeker, Kent School District has been a major partner over the years, and has provided space to hold program, transportation, and meals. Additionally, After-School All Stars (ASAS) has been a tremendous partner at Meeker, providing all frontline staff to lead program enrichment activities and track program data. Overall, both Meeker and Mill Creek have had maintained a robust number of community partnerships across the program year, and has been successful at meeting their goal to add at least one new partner each subsequent year of the project, with Meeker incorporating two new partnership and Mill Creek incorporating an impressive nine new partnerships.

Meeker	2017-18	2018-19	2019-20
Advocacy Day – provided a field trip to the State capital			
After-School All Stars	X	X	X
Alaska Airlines – provided and aviation and coding field trip	X	X	
Arts Corps – provided dance instructors support	X	X	X
Audubon Center and Aviary Reservation – provided an outdoor adventures field trip		X	
Beecher’s Cheese Shop – provided a Master Chef field trip		X	
Bungie – volunteer	X		
Code4Life – provided staff to lead computer coding activity	X		
Communities in Schools – provided program staff and support		X	X
Everett Aquasox Field Trip			X

FESTA Arts Corps – provided a dance field trip			X
Gear-Up via University of Washington (Seattle)			X
Glover Empower and Mentoring	X	X	X
Kent Parks and Recreation	X	X	X
Kent Police Department -	X		
Kent School District	X	X	X
Kent-Meridian High School – provided a La Chispa workshop		X	
Kentridge High School	X	X	X
Meeker Leadership Program – provided a WE day field trip		X	
Meeker Middle School Drum Line – provided musical enrichment		X	
Meeker Parent Volunteer		X	X
Mother Africa Drug and Alcohol Awareness Presentation – provided student presenter	X		
Museum of Flight Mobile Planetarium – provided a STEM presentation		X	X
Northwest Trek – provided an outdoor adventures field trip		X	
One Mind Yoga Studio – provided a yoga fitness field trip		X	
PSESD	X	X	X
Mill Creek Middle School			X
Seattle Storm – provided a leadership fieldtrip, breakfast and career exploration		X	
Seattle Union Gospel Mission – provided school-year and summer camp gift in-kind donations		X	
Smartfood Service (Cash and Carry) – provided donations of family night food and supplies		X	
SubZero Ice Cream – provided a STEM presentation		X	X
Sylvan Learning Center – provided mentoring, tutoring, staff	X		
T-Mobile – provided a tech exploration coding field trip		X	
University of Washington (Seattle)			X
Washington Alliance for Better Schools – provided STEM Academy activities		X	
World Vision - provided school-year and summer camp gift in-kind donations	X	X	

Mill Creek	2017-18	2018-19	2019-20
Axios		X	X
Certified Kent School District Teachers – provided academic portions of summer camp		X	
Kent Elementary Staff			X
Kent Meridian High School			X
Kent Park and Recs		X	X
Kent Phoenix Academy		X	X
Kent School District	X		
LeMay Car Museum			X
Mattson Teacher			X
Mill Creek Middle School			X
Mill Creek Middle School Teacher			X
Nutrition Services			X
Public Health Seattle King County – provided information to students on teen clinics, information about sexual health, HIV/AIDS, relationships		X	
Transportation			X
Various volunteer staff – to staff activities such as Academic Hour, leadership club, science club, robotics club, dance crew, Japan club, Bible club, GSA club	X		
Washington State History Museum			X
World Relief – provided a club for refugee and immigrant students	X		
Young Life	X	X	X

V. Program Impact Findings

Academic achievement and engagement

The program developed goals that pertain to student academic achievement and learning behaviors, as outlined below:

Increase student achievement in reading and math

At least 50% of regular attendees will increase their achievement in reading/language arts from the fall to spring.

At least 50% of regular attendees will increase their achievement in mathematics from the fall to spring.

At least 30% of regular attendees will meet standard on state assessments.

Improve academic and learning behaviors in the classroom

At least 70% of regular attendees will improve on turning in their homework on time and completing homework to the teachers' satisfaction.

At least 70% of regular attendees will improve on coming to school motivated to learn, behaving well in class and getting along well with others.

At least 90% of regular attendees will have a daily school day attendance rate of 90% or greater.

Due to the impact of COVID-19 and resulting school closures, data that is usually available (spring assessments and teacher surveys) were not collected. As a result, there is limited availability of data to discuss developments as they relate to these goals. In the wake of school closures, the program was focused on the pivot to a virtual/distance format, while also maintaining connections with students, families, and partners, and working with school staff and others to address the immediate needs of students, families, and staff.

Parent/Family Engagement

The cancellation of family events limited the degree of parent/family engagement possible in the 2019-20 school year. The programs goals around parent/family engagement are as follows:

Increase the knowledge and skills of families about how to support the education of their children (This aligns with the state performance goal of family participation)

- *Adult family members of 80% of regular attendees will attend at least one family event each year as measured by sign-in sheets at each event*
- *At least 80% of participating families will agree or strongly agree that they learned new information that will be helpful to their child or family as measured by an end of event exit ticket*
- *At least 80% of participating families will agree or strongly agree that they plan to use at least one of the ideas learned as measured by an end of event exit ticket*

This goal is measured through family surveys that are shared during family events. For the 2019-20 program year, the survey questions were revised to better reflect the types of family events that are hosted or supported by the 21st CCLC in partnership with each school. Respondents indicate one of the following four responses to five questions, as noted in the table below.

Questions	Responses
1) I learned something new about my child's school.	- "Yes, I agree"
2) I learned how I can help my child be successful.	- "Maybe, I am not sure"
3) I feel more connected to my child's school (teachers, principal, afterschool staff, community partners, other families).	- "No, I do not agree"
4) I feel connected to my child's education.	- N/A
5) I would like to have this event to be given again next year.	

Respondents are also invited to respond to open-ended questions about what they liked about the event, what could be improved, and what topics they are interested in for future events. Site coordinators use this information for planning purposes.

The table below demonstrates the findings from the parent events to support the goal related to empowering families as stated below:

	Meeker MS (N=26)	Mill Creek MS (N=21)
Survey question	Percent responding “Yes, I agree”	
I learned something new about my child’s school.	96%	90%
I learned how I can help my child be successful.	96%	95%
I feel more connected to my child’s school (teachers, principal, afterschool staff, community partners, other families).	85%	90%
I feel connected to my child’s education.	92%	90%
I would like to have this event to be given again next year.	96%	95%

Across these three events, Latino Unidos, Skyward Workshop Night, and Gear Up STEM Night, the program collected a total of 47 parent surveys. Per the survey results, an overwhelming proportion of parents felt that they gained insight and built connections per their participation in the event. The results (no less than 85% and as high as 96%) exceeds the program goal to have 80% of parents respond that they felt that they learned new information that will be helpful to their child or family. Both schools are exploring and experimenting with new and meaningful ways to connect with both students and parents/families.

Other forms of engagement were also provided by Meeker and Mill Creek, such as tabling at Open House event, Conference Night, and Parent Night Out. Although there were no surveys distributed at these events, these demonstrate that the program is exploring and experimenting with new and meaningful ways to connect with both students and parent/families.

VI. Discussion

Adaptability and Resilience

The defining challenge of 2019-20 across both sites (and far beyond) is COVID-19 and school closures. Each site had to cancel in-person programming and multiple family events in Spring 2020. Students and families were stressed and disappointed about school and program closures. Once again, the program responded and adapted to be able to provide supports and site coordinators rose to the occasion to leverage their unique position of being a trusted link between students/families and the school. At Meeker, the Site coordinator demonstrated quick and creative thinking to get students re-engaged for a 4-week virtual program at the end of the Spring 2020 session. At both Meeker and Mill Creek, these efforts will continue to bear fruit as schools remain closed for in-person instruction and programming into the 2020-21 program year.

Meaningful Connections

Building relationship amongst students as well as between students and staff/school was an important achievement of the program this year. At Meeker, the students engaged in community building lessons and projects led by staff. During the summer, every morning students and staff would participate in a “Teamwork Challenge” designed to encourage leadership and foster a sense of community. Additionally, students who had participated in the program and are now in high school were invited to join in the fall, which provided a unique mentorship opportunity for students currently in the program. The Glover Empowerment Mentoring (GEM) program was integrated into the school day beginning fall 2019, which according to the site coordinator, “creates a link between the school day and the after-school program focused on social-emotional learning and skill-building.”

At Mill Creek, during the summer, each program concluded with a community building activity where students shared positive affirmations with each other, which nurtured a safe and positive environment. The site coordinator shares that “staff work well as a team [and] are engaged with students to better understand how programming can best serve their interests and needs.” To garner student interest and learning, the program offered a variety of offerings to meet a diversity of interests.

Effective Partnerships

Both schools have deep connections and relationship with partners and have been successful at maintaining and forging partnerships to provide more robust and quality programming and supports to students. Meeker was able to offer various field trips through multiple partnerships and expand the learning opportunities offered to students. Moreover, with nearly 50% of staff being new in the fall, the site coordinator at Meeker shares that staff leaned into existing partnerships to nurture collaboration and build relationship to be a highly functional and successful program team. Mill Creek relied on its partnership with the school building and staff to provide transportation and meals to students. Additionally, Axios was a critical partner during the challenges presented by COVID-19, and together these partners were able to meet the acute needs of students and families, particularly those most vulnerable and experiencing difficulties. Meeker and Mill Creek even partnered together along with one other school to bring together students and families for musical activities and learning.

Progress on 2018-2019 Recommendations

Maintaining work from the 2018-19 program year, this year the program attended to previous recommendations in the following ways:

- **Attendance/Retention:** Both programs demonstrated successes and challenges to student attendance and retention to program. At both sites, there was strong summer program engagement and enrollment, which subsequently led to high retention of summer students enrolling into the fall program. As the school year progressed, other conflicting activities arose, and both sites noted that attendance dipped. To combat this drop in attendance, Mill Creek incentivized students to attend program at least twice a week with rewards. At Meeker, the site coordinator leveraged the support of returning students to recruit students and bolster enrollment to the program.

- **Parent/Family Engagement:** As mentioned earlier, the program revised the family survey to more accurately capture how parent/family events are meeting the goal of empowering parents/families to take on a stronger role in their students' education, and to navigate the school system to stay connected and leverage support when/if needed. Both sites hosted multiple family events and Meeker event established a Meeker Family Engagement and Events Committee. Together, the program managed to gather 75 surveys in 2018-19 and only collected 47 surveys this year. It is difficult to attract parents/families to events due to competing priorities, which is part of the difficulty in exploring meaningful ways to engage parents/families. The program did participate in multiple school hosted events, either through tabling or providing supports. Surveys were not collected at these events, but this demonstrates that the program continues to stay connected to parents/families. It should also be noted that due to COVID-19 and school closures, many events planned for Spring 2020 were cancelled, which may have also contributed to low numbers in survey data from parent/family events being available this year.
- **Data Collection:** Another recommendation from 2018-19 was to maintain the partnership with Kent Public School District to support data collection processes. This year, the program has continued this method of gathering student data. Each school approaches the tracking of student attendance and information differently; Meeker does this in partnership with ASAS through a reporting software, EZ reports, while Mill Creek continue to utilize a spreadsheet. Both schools have been thorough and timely in providing student information in order to collect data from the district.
- **YPQA ratings:** The program increased its ratings in each YPQA dimensions (Safe Environment, Supportive Environment, Interaction and Engagement). Although these ratings still fall short of the WA state average, both site coordinators understand the importance to train staff (both existing and new) in order to improve on the quality of program per the parameters assessed by the YPQA evaluation tool.

VII. Recommendations

As this program begins the 2020-21 program year amidst the COVID-19 pandemic, staff may consider the following recommendations:

- **Understanding and measuring success:**

Given the unprecedented context of COVID-19 there is a unique opportunity to redefine how to measure and assess program operations. Leaning into new ways of knowing and defining program success paves the way for better reflection on how to illuminate the successes and lessons learned in delivering program within this unique context. The program has already demonstrated a capacity to think creatively and quickly adjust to operating within this new environment which is an encouraging sign of the program continuing its journey of continuous improvement and progressing to achieve its' goals.

- **Clarifying the focus of virtual programming:**

This new platform of virtual engagement elevates the importance of creating a space for meaningful engagement opportunities to students who are already experiencing elevated levels of uncertainty and stress. Furthermore, the program has an opportunity to hone-in on the components of the virtual program that best align with new ways of understanding how to best meet the needs of students. Similarly, this is a chance to consider how the program prioritizes among the stated grant goals. For example, with fewer students able to attend in a virtual format (compared to in-person), the program may refocus its efforts on retention or regular attendance (i.e., number of students regularly attending) more so than overall participation numbers (i.e., number of students served overall).

Each of these recommendations can help to support and inform planning (and logic model development) for the 2020-21 year.

Appendix: Student Demographics

Grade Level

Schools	6	7	8	Total
Meeker		82	97	179
Mill Creek	16	151	116	283
Total	16	233	213	462

Gender

Schools	Female	Male	Total
Meeker	86	93	179
Mill Creek	149	134	283
Total	235	227	462

Race/Ethnicity

Schools	2 or More Races	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	White	Total
Meeker	15		56	35	34	2	37	179
Mill Creek	21		36	73	86	17	50	283
Total	36		92	108	120	19	87	462