



SCHOOL BOARD ACTION REPORT

DATE: May 23, 2019
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For Intro: June 26, 2019
For Action: July 10, 2019

1. TITLE

Seattle Public Schools (SPS) is applying for the 21st Century Community Learning Center Grant (CCLC) in partnership with Seattle Parks and Recreation (Parks) and key community-based organizations.

2. PURPOSE

This action report would allow the Superintendent to accept the 21st Century Community Learning Center grant of up to \$500,000 a year for five years for a total of \$2,500,000, should the District be awarded the funding.

3. RECOMMENDED MOTION

I move that the Board authorize the Superintendent to accept the 21st Century Community Learning Center grant funding and enter into necessary agreements, should SPS be selected as a provider.

4. BACKGROUND INFORMATION

- a. Background:** The 21st Century Community Learning Centers program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. Seattle Public Schools received the grant in 2007 to establish CCLC programs at four elementary schools, two middle schools and one high school. The programs established at each of the schools have been incorporated into existing non-school time programs. City of Seattle Parks and Recreation has had a 21st CCLC program at Northgate Elementary school since 2014. This program is in its final year of funding, so SPS and Parks will be applying for the grant to continue the work at Northgate. In addition, we will be adding Lowell, Emerson and Martin Luther King Jr. (MLK) Elementary schools to the cohort of 21st CCLC programs.
- b. Alternatives:** Not apply or accept the grant funds and try to maintain current non-school time programs at the four schools through current funding sources.

In initial planning the following schools were identified as possible 21st CCLC sites, Emerson Elementary, Martin Luther King Jr. Elementary, and Dunlap Elementary. Emerson and Martin Luther King Jr. Elementary schools are both Equity Tier 1, while Dunlap is Equity Tier 2. Each of these school sites are in the southeast region of the district. Through further conversations it was determined to move from all Southeast schools to add one in the central region, Lowell Elementary, and one in the northwest region, Northgate Elementary. Lowell is an Equity Tier 2 school, while Northgate is an Equity Tier 3 school. Northgate was picked, since it had an existing CLC program through the Parks Department.

- c. **Research** During the 2015-2016 program year, there were 133 centers associated with 47 active 21st CCLC programs in Washington State (Washington 21st Century Community Learning Centers Program Evaluation). Students who attended 21st CCLC programs demonstrated a positive impact on their academic performance for those students who attended 60+ days, compared to those not attending a 21st CCLC. Northgate Elementary has seen an increase in student attendance rates, academic growth and parent involvement since 2014, the first year of the CLC program at Northgate.

5. FISCAL IMPACT/REVENUE SOURCE

Should SPS be awarded the grant, it will be a revenue of up to \$500,000 a year for five years, for a total of \$2,500,000 for 2019-20 through 2023-24.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

Through the development of the grant application, the Grants and Community Partnerships Departments have worked with Parks, Team Read, and school leadership from each of the buildings to write the grant application, develop the Memorandum of Understanding, and establish the program offerings for the upcoming school year.

7. EQUITY ANALYSIS

The foundation of the 21st Century Communities Learning Centers program is to provide a community learning center, which offers academic, artistic, and cultural enrichment opportunities for families and students who attend high-poverty, low performing schools. The 21st CCLC is founded on supporting students an offering of gap closing opportunities they may not have access to without the funding. The schools identified to host a 21stCCLC site have been identified as Equity Tier 1, Emerson and MLK, Equity Tier 2, Lowell, and Equity Tier 3, Northgate.

	Enrollment	# and % F/RL	ELL	Special Ed.	Homeless	Of Color
Seattle School District	52,931	16,409/31%	21%	13.1%	3.5%	53%
Emerson ES	337	321/95.4%	40%	15%	17.5%	93%
Lowell ES	375	244/65.1%	23%	19%	22.4%	78%
Martin Luther King ES	315	261/82.8%	43%	13%	11.7%	98%
Northgate ES	292	191/73.1%	35%	16%	18.5%	82%

8. STUDENT BENEFIT

Through this grant, students at Northgate, Emerson, Lowell and Martin Luther King Elementary schools will benefit from greater opportunities for academic, social emotional and enrichment activities during non-school hours. This grant will provide the extended day and extended year model, which demonstrates increased student growth academically on district and state assessments. Current student’s support at the 4 schools, the CLC will allow support to each school to serve up to 120 students in afterschool programs and summer learning experiences.

	Emerson	Lowell	MLK	Northgate
Overview & Program Unmet Needs	Very limited programming available. Needs: -additional academic and enrichment activities. – -external providers (teachers, school staff, parent volunteer provide limited afterschool academic and enrichment supports) -overall coordination/focus -transportation home (huge barrier)	Very limited programming available. Needs: -additional academic and enrichment activities\ -overall coordination/ focus -services for homeless students and their families.	Many afterschool providers, some teacher led classes offered once a week. Providers serve only specific grades and limited numbers of students. Needs: -overall coordination/ focus -better linkages to the school day curriculum -more providers	Parks coordinates the CCLC program and serves as the lead partner at the school helping coordinate all of the provider services. Needs: -incorporate afterschool staff into school trainings like Second Step
Family Engagement Unmet Needs	-ESL classes -CBO’s to partner with to build communication and support family events	-a garden -cooking classes -family meals -more health services for families	-better communication re. afterschool so parents can plan -more CBO partners to increase enrichment	-improve the quality of family engagement activities and events and

			opportunities and increase links to families	provide more whole family events.
Primary Providers/ Partners	-teacher led reading and math tutoring and small group instruction -Tiny Tots (licensed childcare) -enrichment activities through Empowering Youth and Families	-Sound Music Partners -Team Read -Girl's Running Club -YMCA afterschool program at Gatzert	-Seneca -City Year -Sound (formerly Sound Mental Health) -Arts Corps -East African Community Services -Team Read -STEM and robotics -School choir	-Parks -University Tutors for Seattle Schools (UTSS) -SPIN -Boys and Girls Club -Seneca
Approximate # of students served afterschool	30-60	60	160	105
Summer Programming	Summer Staircase site with afternoon academic and enrichment support provided by Empowering Youth and Family (a S.E. Seattle CBO)	Summer Staircase site. No afternoon academic and enrichment support planned at this time	Summer Staircase site with afternoon academic and enrichment support provided by Team Read	Summer Staircase site with afternoon academic and enrichment support provided by CCLC
Target # of students to be served Summer Staircase morning sessions	120	120	120	120
Target # of students to be served Summer afternoon sessions	60	No afternoon academic and enrichment support planned at this time	120	100

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

Per Board Policy No. 6114, Gifts, Grants, Donations, and Fundraising Proceeds, acceptance of grants of more than \$250,000, must be approved by the School Board.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Audit & Finance Committee meeting on June 10, 2019. The Committee reviewed the motion and moved it forward for approval by the full Board of Directors.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, contracts will be developed with community-based organizations, schedules developed, and services for students will begin.

13. ATTACHMENTS

- 21st Century Community Learning Center Programs Abstract
- 21st Century Community Learning Center Programs Narrative application
- 21st Century Community Learning Center Proposed Budget



21st Century Community Learning Grant Application

June 19, 2019

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For questions and more information about this document, please contact the following:

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Requesting Board approval to accept the 21st Century Communities Learning Grant should the district be awarded the grant by the Office of Superintendent of Public Instruction

Abstract: Seattle Public Schools 21st Century Community Learning Centers

Seattle Public Schools (SPS), in partnership with Seattle Parks and Recreation (Parks) and key community-based organizations, proposes a multi-school replication of the successful community learning center program currently in place at Northgate Elementary. SPS is taking the lessons learned and experience gained from the Northgate 21st Century Community Learning Center (21st CCLC) and applying them in this proposal to continue and enhance the success of the Northgate 21st CCLC and to replicate the model at three additional high-need elementary schools: Lowell, Emerson, and Martin Luther King Jr. SPS recognizes that it is critical to provide extended-day programming to students most impacted by poverty and homelessness and to the children of refugees/immigrants and their families.

The funds provided by this grant will provide a solid foundation on which to build a rich variety of academic supports and enrichment learning opportunities for these students. This effort will capitalize on the years of experience and knowledge of Parks, be broadened and sustained by significant additional funding from SPS sources, the support and services of multiple high-quality community providers, and on-going input and collaboration with the families whose children participate in the programs. SPS School and Community Partnership staff will provide centralized coordination and supervision of the project and the CLC grant.

The main structure of the CLCs in SPS follow best practices as studied by the Wallace Foundation and the Afterschool Alliance. The main features are:

- Overall coordination between the schools and community partners/providers
- Increasing student access to programming 4 days a week
- Increasing the range and variety of academic and enrichment program options
- Aligning afterschool programming with school-day curriculum
- Developing parent engagement strategies and supports that meet of the needs of each school community
- Identifying the students with the greatest needs and working with families to enroll them in the CCLC program and serving as many as possible in order to increase the school wide impact.

Each school has current partnerships with local CBOs and their work will be supplemented by new or enhanced partnerships with Team Read and the STEM Innovative Pathways Network (SPIN) which are high-quality programs based on program evaluation data and school feedback.

5. PROPOSAL NARRATIVE

A. Need for Program

In evaluating and selecting the schools most in need of the coordinated services that a 21st CCLC program provides, SPS reviewed Free and Reduced Lunch (F/RL) low income data and other factors that can affect the academic success of students. These included the percentage of students who are English Language Learners (ELL), who have special needs, and who are homeless at each school. All targeted schools have homeless students in numbers 3-6 times higher than the district average of 3.5% and Lowell Elementary School has the highest percentage of homeless students of all schools in the district.

Student Demographic and Characteristic Factors

District and School Demographics						
All four elementary schools are Title I schools serving between 290 and 375 students in grades K-5. All have risk indicators far above district averages.						
	Enrollment	# and % F/RL	ELL	Special Ed.	Homeless	Of Color
Seattle School District	52,931	16,409/31%	21%	13.1%	3.5%	53%
Emerson ES	337	321/95.4%	40%	15%	17.5%	93%
Lowell ES	375	244/65.1%	23%	19%	22.4%	78%
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Source: OSPI Washington State Report Card, 2017-2018

The families at all four schools have an increased need for afterschool care due to the district's adoption in 2016-17 of earlier start times at elementary schools. These schools have a high percentage of low-income working families who may not have the financial resources to pay for afterschool care.

Student Performance Factors

Schools were reviewed to determine their needs relative to student performance on the math and reading Measure of Academic Progress (MAP) administered by the district. It is evident that students are achieving at percentages much lower than the district averages. When Northgate, which has very similar demographics to the other target schools, began its CLC program, student achievement on the tests was among the lowest in the district and were comparable to the proposed expansion schools. Northgate has made double digit increases in both areas of the 5th grade proficiency tests and has seen steady and/or stable achievement percentages in the 3rd and 4th grade assessments. As Northgate approaches district averages the district is determined to build on, and further the gains of Northgate students and to replicate the CCLC programming and supports at the targeted, lower-achieving schools.

English/LA and Math Proficiency					
	Emerson ES	Lowell ES	Martin Luther King ES	Northgate ES	Seattle School District
3 rd Grade Proficiency in English/LA	31%	26%	33%	45%	65%
3 rd Grad Proficiency in math	43%	15%	33%	42%	67%
4th Grade Proficiency in English/LA	17%	37%	41%	56%	66%
4th Grad Proficiency in math	19%	28%	33%	47%	64%
5th Grade Proficiency in English/LA	34%	41%	26%	36%	70%
5th Grade Proficiency in math	24%	20%	21%	36%	60%

Source: Measure of Academic Progress (MAP) Data (SPS, 2017-2018)

CURRENT SCHOOL PROGRAMMING

SCHOOL DAY:

EMERSON: The school has primary and intermediate reading interventionists, and a math interventionist. Interventionists work with small groups or individual students throughout the day. Seneca, a community-based organization (CBO) that helps schools develop cross-cultural school-wide practices and systems with a focus on early identification and intervention to promote student academic, social-emotional and behavioral development, provides additional social/emotional learning (SEL) support – a clinician and a reset coordinator. They partner with a parent volunteer who runs a mentorship program during the day for 3rd-5th grade students, and several staff run girls’ groups during lunch and recess.

LOWELL: Lowell Elementary has two literacy interventionists who work with small groups throughout the day and push into classrooms to support students in accessing Tier 1 instruction. They have a counselor, social worker, and family support worker to help meet the social needs of students and families. Lowell teams with the Joseph Project to support families and students of color who are furthest from educational equity and who feel disenfranchised by the history of systemic racism in schools. Their

art, music, and physical education teachers facilitate “expert” groups to boost student confidence and social skills.

MARTIN LUTHER KING JR: Race and Equity Teams, a Positive Behavioral Interventions and Supports (PBIS) Team, and a Multiple Tiered Systems of Support (MTSS) Team – support staff in addressing issues of implicit bias, and in establishing predictable systems/processes across the school so that students know share common expectations. A partnership with the Center for Ethical Leadership provides “circle work”– opening and closing circles every day to give students more voice and create a welcoming environment. Partnerships with Seneca (described above), and Sound (formerly South Mental Health) support students’ social emotional learning/behavioral health. City Year provides 1-on-1 tutoring and mentoring. Partnerships with Arts Corps and Seattle Theater Group help to create student voice through school day and after school arts programming.

NORTHGATE: University Tutors for Seattle Schools (UTSS) provide small group and individual tutoring intervention and enrichment supports four days a week, focused on literacy and provide some math instruction support. Two full-time academic intervention specialists in math and reading support the work of the UTSS tutors. The intervention specialists also support MTSS systems. A family support worker (FSW) supports basic needs of families – food, housing, etc. and family voice – hearing what they need and want for their child. Second Step provides strong social emotional learning supports including a bullying prevention program. A full-time school counselor provides additional SEL and family supports.

AFTERSCHOOL AND SUMMER:

Each school has worked to provide their students with access to afterschool academic and enrichment activities (see table below) but a review of programs at each school show they vary widely. Northgate is included in the table because the CCLC program there would continue if grant funding is received.

SPS serves all four schools with its Summer Staircase Program that provides five weeks (Monday – Friday, 9:00 am to 12:30 pm) of academic instruction in reading/language arts and math for students who are identified as below grade level. Students are provided with breakfast and lunch and transportation home.

Northgate CCLC has provided enrichment and academic programming in the afternoons for students attending the Summer Staircase morning sessions for the past three years. For the last two years, Team Read has provided similar afternoon learning and enrichment for students attending the Martin Luther King Summer Staircase program. Afternoon programs at both schools followed the Summer Staircase

calendar. The CCLC grant funds would help support the expansion of summer afternoon programming to Lowell and Emerson and provide overall coordination and support for the afternoon programming at all locations.

CURRENT (2018-19) STATUS OF AFTERSCHOOL & SUMMER PROGRAMMING				
	Emerson	Lowell	MLK	Northgate
Overview & Program Unmet Needs	Very limited programming available. Needs: -additional academic and enrichment activities. – -external providers (teachers, school staff, parent volunteer provide limited afterschool academic and enrichment supports) -overall coordination/focus -transportation home (huge barrier)	Very limited programming available. Needs: -additional academic and enrichment activities\ -overall coordination/ focus -services for homeless students and their families.	Many afterschool providers, some teacher led classes offered once a week. Providers serve only specific grades and limited numbers of students. Needs: -overall coordination/ focus -better linkages to the school day curriculum -more providers	Parks coordinates the CCLC program and serves as the lead partner at the school helping coordinate all of the provider services. Needs: -incorporate afterschool staff into school trainings like Second Step
Family Engagement Unmet Needs	-ESL classes -CBO's to partner with to build communication and support family events	-a garden -cooking classes -family meals -more health services for families	-better communication re. afterschool so parents can plan -more CBO partners to increase enrichment opportunities and increase links to families	-improve the quality of family engagement activities and events and provide more whole family events.
Primary Providers/ Partners	-teacher led reading and math tutoring and small group instruction -Tiny Tots (licensed childcare) -enrichment activities through Empowering Youth and Families	-Sound Music Partners -Team Read -Girl's Running Club -YMCA afterschool program at Gatzert	-Seneca -City Year -Sound (formerly Sound Mental Health) -Arts Corps -East African Community Services -Team Read -STEM and robotics -School choir	-Parks -University Tutors for Seattle Schools (UTSS) -SPIN -Boys and Girls Club -Seneca
Approximate # of students served afterschool	30-60	60	160	105
Summer Programming	Summer Staircase site with afternoon academic and enrichment support	Summer Staircase site. No afternoon academic and	Summer Staircase site with afternoon academic and enrichment support	Summer Staircase site with afternoon academic and

	provided by Empowering Youth and Family (a S.E. Seattle CBO)	enrichment support planned at this time	provided by Team Read	enrichment support provided by CCLC
Target # of students to be served Summer Staircase morning sessions	120	120	120	120
Target # of students to be served Summer afternoon sessions	60	No afternoon academic and enrichment support planned at this time	120	100

Filling the Gaps

The core needs identified at all three expansion schools include:

- Overall coordination between the schools and community partners/providers
- Increasing student access to programming 4 days a week
- Increasing the range and variety of academic and enrichment program options
- Aligning afterschool programming with school-day curriculum
- Parent engagement strategies/supports to meet of the needs of each school community
- Identifying the students with the greatest needs and working with families to enroll them in the 21st CCLC program and serving as many as possible—which will increase the school wide impact.

Team Read, a reading tutoring and mentoring program, and STEM Pathways Innovation Network (SPIN), a program that provides enrichment and academic workshops featuring STEAM programming and youth development skills for students and families, have been identified as high-quality programs based on program evaluation data and school feedback. They will be added to the afterschool programs at schools they are not currently serving. The exception for Team Read is Northgate. At this time Team Read does not have the capacity to serve Northgate, but if that changes, they could potentially be added.

Academic, Social, Emotional, Cultural Needs

The addition of a 21st Century Community Learning Center (21stCCLC) at each of the targeted schools will help address students’ academic needs, and the social, emotional, and cultural needs of the students and their families. In the table below you will see a sampling of grade 3-5 student results from key areas of the most recent School Climate Survey at the four schools and for the district as a whole.

Student Climate Survey Responses 2017-18					
School/% of Students Responding Positively →	Seattle School District	Emerson ES	Lowell ES	Marking Luther King Jr ES	Northgate ES
Belonging	72%	60%	67%	65%	76%
Social Emotional Learning	74%	57%	67%	60%	76%
School Safety	62%	49%	57%	50%	65%
Classroom Environment	52%	35%	35%	28%	58%
OVERALL	69%	57%	63%	57%	74%

Source: Seattle Public Schools Survey Reports on Panorama Education

As shown in the table, Northgate is outpacing the district in all areas. The proposed expansion schools lag behind both Northgate and the district in all key areas.

All four schools use the social emotional learning curriculum RULER and Northgate is using Second Step. Second Step gives students the tools to excel in and out of the classroom. It addresses the social, emotional and learning needs of all students, including those perceived as the most challenging. Programs include emotion management, situational awareness, and bullying prevention. Adding training in Second Step at the three expansion schools for the afterschool program would assist in meeting these needs. In a brief review of these results it becomes immediately apparent that Northgate, with a similar demographic as the other schools, is a model for the successful implementation of social and emotional programming.

Schools also use community partners to address social, emotional and cultural needs of students. These partners will be encouraged to continue their work and will have greater impact under the umbrella of the 21st CCLC. Organizations such as Seneca, WA-BLOC, and Sound are dedicated to the well-being of all students in the district. As possible, schools have used supplemental funds to increase counselor time or to add a Family Support Worker (FSW) to their staffs to provide support. FSWs assist in providing basic supports for families. These include food, housing, childcare, etc. Additionally, they support basic needs of families – things like food, housing and give voice to the school families they serve.

Parent and Family Perceptions

We summarized student perceptions of the schools and have touched on the critical social, emotional and cultural needs of the students. Another key element is how parents perceive the schools.

The identified schools all have high ELL and immigrant/refugee, low-income, and homeless populations and a high percentage of students with special needs (see table, page2). Because of the socio-economic challenges families face, family members need to feel welcome, necessary, and confident in the schools their children attend and the education their children receive. Parent perceptions show the need for growth in all areas when compared to Northgate.

Parent Climate Survey Responses 2017-18					
Area/Favorable Responses	Seattle Public Schools	Emerson ES	Lowell ES	Martin Luther King Jr. ES	Northgate ES
Welcoming and culturally responsive school climate	79%	80%	65%	80%	87%
School Educational Quality	80%	73%	62%	82%	86%
Parent/family Influence and decision-making	76%	80%	62%	77%	81%

B. Quality of Project Design

Using the 2015 Wallace Foundation Report: *Growing Together, Learning Together, What Cities have discovered about Building Afterschool Systems* as a foundation, SPS and Parks set about identifying the elements key to a successful afterschool program in designing the Northgate model. Success in this instance was defined as the quality, depth and comprehensive nature of the programming, the commitment of district leadership and of our partner organizations, a well-defined structure for the operation, management, and provision of all-inclusive services provided by program partners, and using existing data, collecting additional data, and effectively sharing this data for use by our trusted partners.

Seattle Public Schools recognizes they cannot be the sole provider of the needed system of enrichment, intervention, and family/community involvement activities necessary to achieve success. Nor should it be. The district is fortunate to have wide range of effective providers with a long history of proven and data-supported success in our schools. Replicating the Northgate Model in three additional schools, while strengthening it at Northgate, requires the expansion of our existing collaboration with the City of Seattle Department of Parks and Recreation while enlisting key partner providers to ensure the program encompasses the best and effective practices.

In reviewing *Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices*, the 2014 study by the Afterschool Alliance, evidence is presented in support of several overarching practices that have been seen repeatedly in successful afterschool programming. Much like the findings of the Wallace report, the four appear basic at first, but require much thought and commitment. They are:

- Intentional Programming and strong program design
- Staff quality
- Effective Partnerships
- Program Evaluation and improvement

In addition to these four practice areas, the developers of this program expansion include the key practice of effective and sustained family involvement and engagement.

Each of these practices are explored in more detail in the following section.

Intentional Programming: Intentional programming is sequenced, active and focused on student needs and outcomes. In addition, another layer of intentionality is added to include activities that address the needs and interests of the students and their families while simultaneously using student strand data from SBAC to identify specific gaps in learning. An excellent example of the effectiveness of intentional programming is the Team Read program provided at Lowell and Martin Luther King Elementary. Team Read is a reading tutoring program that serves second and third graders who are reading below grade level. Teachers refer students who need the program to the school-based site coordinator. The referral includes information about the student's reading level and reading support needs. Team Read provides translated program information for families. Referred students participate in twice weekly afterschool tutoring sessions using a curriculum that is aligned with classroom instruction. The tutoring is 1-on-1 and the teen tutors who are recruited from local middle and high schools, are carefully screened and trained before beginning their work. Attendance is emphasized for tutees and tutors since reading gains are tied to regular attendance. This focus on attendance supports school efforts to promote attendance. Tutors provide brief reports to teachers and parents about the progress of their students which builds communication. Teachers and parents are invited to attend Team Read and get to know the tutors and the program. The program's impact is evaluated using district reading assessments. Each aspect of the program is intentional and tied into the schools' goals and curriculum.

A key aspect of intentionality is connecting afterschool programming supports to school day academic instruction. Quality 21st CCLC programs provide additional time and support for learning outside of the

regular school day. Academic support includes homework help and enrichment activities that align to, complement, and enhance the school day curriculum. The building principals and teachers are key to ensuring the alignment between the school day and 21st CCLC afterschool programs in supporting students' success. SPS and Parks have clear goals and objectives for the design of the program informed by student achievement data, parent and student survey results, and critical input from the classroom teachers. Supporting this is effective communication and coordination between the classroom teacher, the student, and the student's parent/guardian.

Staff Quality: Staff in afterschool programs need to have excellent communication skills, be able to adapt quickly to changing program needs and circumstances and be culturally competent. The 21st CCLC staff hired for afterschool programming must have the ability to work with the teachers to link classroom goals with afterschool activities. Afterschool staff provides a myriad of roles from instructor to mentor to counselor. Staff hired must be able to develop and maintain positive relationships with the students as well as their parents and guardians. Positive relationships have shown to improve student academic performance, engagement, and future educational attainment.

On-going staff development is key in developing and maintain staff quality. 21st CCLC program staff will attend professional development opportunities with classroom teachers. It is a fundamental necessity that they understand what is required in the classroom in order to provide superior support after school. They will attend regular school staff meetings and will function as a key partner in the overall school plan. A key element of the program is to have the four 21st CCLC schools working together for mutual support and to learn from one another. Professional development offered through Schools Out Washington would be done on a collaborative basis and specialized training, such as participation in the SELPQ process would be open to program coordinators.

At all the locations, teachers would have the opportunity to help provide the academic interventions and enrichment classes. This strengthen the connections between classroom instruction and the afterschool program and provides teachers with new ways to interact with students and their families.

Effective Partnerships: SPS is committed to having the highest quality community partners working it is schools. To this end, the district created the Office of School and Community Partnerships (SCP) to build effective partnership systems to ensure the needs and strengths of every student are known and partner services are differentiated to support students' academic and social-emotional growth, acceleration, and success. The three main goals of SCP are to align and integrate partner services to

meet school and district goals, improve community partnership infrastructure and data systems, and build the capacity of district, school, and partner organization staff to collaboratively meet the needs of students.

The supports provided by SCP include: a professional development calendar with free trainings for community partners of Seattle Public Schools – each training aligns to district and school goals, and is also responsive to training needs and requests from community partners; data sharing systems that enable partners, in a FERPA-compliant manner, to see academic, behavior, and course-work data from the students they are serving in order to better understand student needs and adjust programming accordingly; and support to both schools and partner in setting up strong partnership systems to mitigate issues and challenges, but also offering support when partnership issues arise.

A SCP staff member will serve as the coordinator for this CLC expansion and has convened the main partners: Parks, Team Read and STEM Pathways Innovation Network (SPIN) and has collected input from other school partners such as Seneca, Sound, City Year, and more. The involvement of SCP staff from the inception of the project is an indicator of the depth of SPS's commitment to this partnership. SCP will support the maintenance of strong, aligned partnerships, convening the CLC coordinators at each school in an ongoing professional learning community, and supporting their understanding of district priorities and operational systems.

In addition, the program design is such that each of the four site-based CLC coordinators will be deeply and intentionally integrated into the school communities. This will support ongoing alignment and relationship building, and bring the knowledge of the school day to the afterschool program and vice versa.

Program Evaluation and Improvement: SPS and Parks firmly believe that a critical element to creating and maintain an effective program is to have ongoing evaluation that informs the decision-making process. Programs must be held accountable for the high standards we hold for our students and ourselves. The ongoing evaluation allows us to reassess, retool and recalibrate and then revise the program to better meet the desired goals and objectives.

SPS firmly believe that a critical element to creating and maintain an effective program is to have ongoing evaluation that informs the decision-making process. Programs must be held accountable for the high standards we hold for our students and ourselves. The ongoing evaluation allows us to

reassess, retool and recalibrate and then revise the program to better meet the desired goals and objectives.

Four years of evaluation reports (2014-2018) provided by the Puget Sound Educational Service District were reviewed as part of the planning process for this grant proposal. Due to the space constraints of this proposal, we will only share the highlights of the evaluation findings for the number of students served, attendance and academic impact. It should be noted that changes in district assessments, and the evaluation model meant that there were some challenges to year-to-year comparisons.

- Related to the number of students served, the data shows steady growth of the program over the 4 years reviewed—from 58 in the first year to 120 in 2018.
- Each year the number of students attended 60+ sessions increased. And in all but 1 year, more than 50% of the students attended 60+ sessions. This shows the high need for the program among the families whose children attend Northgate.

Evaluators used SPS assessment data to gauge academic impact and during the years evaluated there were changes in assessments that presented year-to-year comparison challenges and some of the student data sets provided by the district may not have included all of the students served. But for the 2 years when assessments were stable, >50% of second and third made typical progress on the MAP reading assessment, and the majority (95% averaged across two years) experienced reading gains. In math, for fourth and fifth graders who attended regularly, the three year average for those making typical annual progress on MAP was 40%, and the majority, 70% or > grew in the math skills.

Family Engagement: The body of evidence is strong that family engagement from birth to adolescence contributes to a range of positive learning outcomes. By understanding family needs we can assist them through facilitating opportunities to support family connections to learning. Family engagement is woven throughout this application (and discussed in more detail later in the proposal) and helps inform the planning, direction, and implementation of the project. The on-the-ground experience of the partners in this proposal have shown the importance of engaging families—it can increase families sense of connection to the school and school day activities, increase the number of parents who volunteer in the school day and after school programs, and help foster better communications between families, teachers, school administration and after school programs. These changes ultimately benefit the students and result in improved attendance and academic performance.

Summer Programming

Programming in the afternoons provided by Parks will be aligned with the SPS summer learning program, Summer Staircase. SPS Summer Staircase will offer academic programming in the mornings and Parks will provide afternoon enrichment and academic supports. Working together, SPS and Parks will create a full day program that combines academics, SEL, and enrichment. The Summer Staircase program will be paid for by SPS. The Parks program has been proven effective in not only mitigating summer learning loss but accelerating learning for students which is essential in addressing significant learning gaps of students. In determining type and content of enrichment activities three criteria will be used:

1. Does the activity provide opportunities for students to use core academic subject area skills (alignment)?
2. Is the activity of high interest to students?
3. Does the activity culminate in improved product or performance?

The Summer Staircase Program has redefined the approach to summer learning through the intentional braiding of SEL practices and academic curriculum to create an engaging culture that inspires both students and adults. The SEL practices were developed in partnership with the David P Weikart Center and their Program Quality Assessment (PQA). With the use of the PQA, SPS is able to target areas of improvement and then use the continuous improvement cycle to refine its approach. The result is a gap elimination program that improves students' belief in their literacy and math skills and provides teaching staff with concrete practice to improve their delivery. The outcomes of a three-year research study with the David P Weikart Center show that students who attend multiple years of the Summer Staircase pass the Smarter Balanced Assessment (SBA) at two times the rate of their peers who do not attend the Summer Staircase.

Goals and Objectives

Goals	Measurable Objectives	Measurement of Student Success	Activities	Timeframe <i>Daily, or Weekly, School year and/or summer programming</i>	Responsible Staff
<p>1. Increase the number of students meeting standard on SBA assessments at the 3rd, 4th and 5th grade levels in both math and reading</p>	<p>1.1 At least 60% of regular attendees in grades 2-3 will meet standard on the Reading SBA assessment</p> <p>1.2 At least 60% of regular attendees in grades 4-5 will meet standard on the Math SBA assessment</p> <p>1.3 At least 60% of regular attendees in grades 4-5 achieve “high growth,” i.e. student growth percentile greater than or equal to 67 in SBA math assessment.</p>	<p>Smarter Balanced Assessment for regular attendees of 30 days or more.</p>	<p>In partnership with Team Read, staff provides intensive reading program after school.</p> <p>In partnership with STEM Pathways Innovation Network (SPIN), staff provides intensive math program after school</p> <p>Parks meets regularly with school and district leadership to review programming, review available data, and determine areas of focus or refocus to meet the academic needs of students.</p>	<p>Intensive academic program in reading and math are provided daily. Services continue during the summer program</p> <p>Assessments occur once annually, the meeting with school and program staff will occur monthly or more often if circumstances warrant.</p>	<p>21st CCLC Site Coordinators</p> <p>School Principals</p> <p>Teaching Staff</p>
<p>2. Increase the number of students making typical progress on district assessment (currently MAP)</p>	<p>1.1 At least 65% of regular attendees in grades 2-3 will make typical progress on district reading assessment (currently MAP) Assessments</p>	<p>District assessment scores from fall and spring of each school year for regular attendees of 30 or more days</p>	<p>Staff and school partners provide intensive reading and math program after-school for 2-5 grades.</p> <p>Programming continues for grades 2-5 during the summer program</p>	<p>Intensive academic and enrichment activities are provided daily at each CLC. Services continue in the summer program.</p>	<p>21st CCLC Site Coordinators</p> <p>School Principals</p>

	1.2 At least 65% of regular attendees in grades 4-5 will make typical progress on district math assessment (currently MAP)		As part of the ongoing coordination of services, Parks meets regularly with school and district leadership to review programming, review available data, and determine areas of focus or refocus to meet the academic needs of students.	While not required districtwide, testing will be performed twice per year in the fall and in the spring of each year. Data will be reviewed during summer in preparation for the next school year.	
2. Increase the school year and after-school attendance of students	2.1 At least 80% of students will attend the after-school program for at least 30 days as regular attendees 2.2 At least 60% of attendees will have fewer than 10 school day absences.	Daily attendance records for the afterschool and summer program will be the primary measurement. The rationale for student participation will be measured using the annual district surveys of students and parents on climate and satisfaction	Attendance is kept daily and any aberrations in student participation is reviewed and discussed with program partners. Students and parents will be contacted if a student begins missing sessions or has erratic attendance.	Attendance is taken and recorded daily. Attendance trends are discussed at regular meetings with school and program staff Contact with student and parent is done on as needed basis.	21 st CCLC Site Coordinators School Principals
3. Increase student attendance for the summer program	3.1 Student daily attendance for summer program will average 80% or better.	Daily attendance records the summer program at each site.	Attendance is taken and reviewed daily. If numbers are not meeting program goal, actions and interventions are determined to increase student attendance	Daily, for the entire length of the summer program.	21 st CCLC Site Coordinators School Principals SPS Summer Learning Coordinator
4. Increase the quality of the program activities at all sites	4.1 Increase scores on all four dimensions of the YPQA/SLPQA from the first to	Observations of activities using the YPQA/SLPQA	Evaluators observe two activities each year. Program staff observe two activities each year as self-assessments	Evaluators observe activities and staff complete self-assessments in January/February for	SPS Partnership Alignment Manager

	<p>the last year of the project</p> <p>4.2 All staff receive at least 6 hours of YPQI/SLPQA methods each year</p>	<p>Agenda and sign-in sheets for staff professional development activities</p>	<p>Program coordinator maintains records of YPQA/SLPQA methods training for staff</p>	<p>the school year in July for the summer program</p> <p>Program Coordinator maintains ongoing records of trainings</p>	<p>Seattle Parks and Recreation Out of School Time Manager</p>
<p>5. Increase participation in Parent Learning Opportunities</p>	<p>5.1 Parent will be surveyed to determine their needs and wants regarding the type and quantity of Parent Learning Options</p> <p>5.2 At least ten (10) parents will attend each workshop that is offered.</p> <p>5.3 80% of parents will report that they have learned new information that was helpful and that they intend to use the new information</p>	<p>Parents will be surveyed to determine their desired and needed learning opportunities</p> <p>Sign-in sheets will be used at each session.</p> <p>Evaluation forms completed by parent-attendees after each workshop. Evaluation data and attendance numbers will be discussed and regular staff meetings with partners</p>	<p>Surveys to determine learning offerings are developed with staff and parent input.</p> <p>Program coordinator maintains records of parent workshops, attendance, etc.</p> <p>Parents complete a brief evaluation form at the end of each workshop.</p> <p>Survey results and attendance figures are compiled for analysis by staff and the evaluator</p>	<p>Survey is developed and conducted with in the first 2-3 weeks of school</p> <p>Schedule of Parent Learning Offerings is developed and shared with all parents and staff.</p> <p>Program Coordinator maintains ongoing records of workshops, attendance, and workshop evaluation results</p> <p>Evaluators analyze data at the end of the school year and the end of the summer program and report results to program staff.</p>	<p>21st CCLC Site Coordinators</p> <p>School Principals</p> <p>Partners/Providers</p>

Participant Recruitment and Retention

All students in grades 2-5 are eligible to participate in the program. At Northgate, approximately 80% of the student body is participating. Through parent outreach before school starts, when school first opens and prior to the beginning of service at the end of September each year, outreach programming is done to inform parents and guardians of services available to their child. Each site will have on-site licensed childcare for those children in K-1 and bus transportation will be provided to all students at the end of the afterschool program.

Through the data-sharing agreement between SPS and Parks, the staff at each of the 21st CCLCs will have access to key student academic and attendance data. SPS, Parks, and key school partners will collaborate to use the data to target specific student needs based on student performance on the MSP (Level 1 and Level 2) and how they are progressing on the MAP. Students with attendance and truancy issues, those who are English Language Learners (ELL), and students with other high-risk indicators will be prioritized to be served by the program. Parks will work with the schools' family support worker and social workers at the area shelters (such as Mary's Place) to do extra recruitment of students experiencing homelessness. Parks will work with the bilingual IAs at each school to do additional outreach to our families of ELL students. A vital component in recruitment and retention is teacher, parent, or counselor referral. This will be encouraged at each site with the on-site 21st CCLC coordinator meeting with classroom teachers on a regular basis. Additionally, the activities of the 21st CCLC will be made known to parents and counselors.

Student incentives are provided for attendance (such as holding weekly contests for best class attendance to receive popsicles, raffle prizes, etc.). Enrichment activities serve an important function in recruiting and retaining students. There has to be some fun attached to all the academic work students are doing. To this end, Parks will contract with various organizations and individuals to offer these programs. Attached to this application is a sample of the choice registration form for Northgate students from spring 2019. Choices of recreation programming include classes such as cooking, skateboarding, swimming, soccer, art, slime making, etc.

Engaging with Private Schools

In order to ensure that private schools and homeschoolers are aware of the 21st Century CLC program and opportunities offered at the four 21st CCLC sites, the Private Schools Office of SPS will work with the 21st CCLC coordinators to distribute information through letters to private schools in the service area, to

the Washington Home School Organization to be posted for families in our service area, and by letters disseminated to the contact list maintained by SPS for private and homeschoolers in our service area.

Family Engagement and Education Strategies

During both the school year and Summer Staircase programs both formal and informal family engagement opportunities will be built into the fabric of the program. At each school, the on-site Parks Coordinator will work with families to identify the kinds of events and activities they are most interested in and feel the greatest need for. This information will be gathered through family surveys and interviews. They will also work closely with school staff and other partners and service providers to develop family engagement activities designed to fit the needs of each school community. The SPS program coordinator will help ensure that successes are shared among schools, and replicated where needed. The goal is for these activities to provide parents with the knowledge, skills, and resources to understand and support their child's learning, meet specific parent needs and interests, and provide opportunities for parents to network and connect with one another and with school staff.

Depending on school need, formal learning opportunities could include English Language classes offered by community-based partners to non/limited English-speaking parents to build English literacy skills and family opportunities to participate in the SPS Family Partnerships Department's Family Connector University (FCU). FCU offerings include training in navigating district systems, understanding student work and test scores, and advocating on behalf of their child.

Additional events will vary from school to school based on their specific needs. For example, Lowell is interested in working to expand its partnership with The Country Doctor Clinic to provide much needed health services for families. The school would like to explore expanding afterschool transportation options to include the whole family in an effort to increase participation, and work with community food programs to access and develop garden spaces for use by families.

Emerson is interested in working with new and existing partners to increase participation in family and community events at the school. But parents have been very clear that their highest priority is comprehensive afterschool programming for their children.

Martin Luther King has programming that works with both students and their families. Art Corps and Seattle Theatre Group help to develop student voices during school and in after school programming. MLK also looks to expand the outreach to ethnic community groups that support families to draw more diversity and more support into its during and after school programming.

Finally, Northgate, which benefits from being a successful and model 21st CCLC site, has many engagement programs in place. However, there is an ongoing need to make afterschool family programming more successful and to develop more “whole family” events. The school will work to increase the amount of time parents have to meet and work together. The school will develop intentional opportunities for parents to engage with school staff.

Linkages to School and District

All 21st CCLCs in Seattle Public Schools will be a part of the SPS Alignment Initiative which provides a structured, documented process to facilitate aligned interventions, shared planning, and strong communication between schools and partners. It involves completing a comprehensive plan to align with State, District, and School goals in collaboration with school partners. A growing body of research evidence supports what educators and afterschool providers have always known--students need multiple opportunities to engage in active play, organized sports activities and reflection. To the extent possible, the CLC programs will strive to achieve a balance between academic supports and enrichment and opportunities for play and sports.

Through the leveraging of other funding, there will be a full time Parks CLC staff person coordinating at each site for whom the school will provide office space, telephone, computer, email, and network access. CLC staff work hours will include being on-site at the school during the day thus allowing staff to build relationships with students, teachers, administration and families and to better coordinate with other partners.

Each school and partner will identify a point person to coordinate with CLC staff which will include bi-weekly meetings. Quarterly meetings will be held with the Principal, Program Director, Site Coordinator, and partners. The CLC programs and opportunities will be formally identified as interventions in the school Continuous School Improvement Plan (C-SIP).

Parks will work collaboratively with certificated teachers from the school and with other community partners working in the building to develop innovative approaches to after school academic interventions. The goal is to align with the school day curriculum and bring flexibility and focused, intentional instruction that is supported by student test data. Through the data sharing agreement between SPS and Parks, school personnel will provide curriculum and student data access to CLC staff. As an integral part of the school community, CLC staff will sit on the Building Leadership Team, Family Engagement Action Team, and other school committees as appropriate. CLC staff will participate in SPS

and school-offered professional development. School and CLC staff will work together to coordinate and support participant and parent outreach and jointly develop parent learning workshops. Behavior management strategies will be consistent from school day to the afterschool CLC program.

Transportation and Safety:

Seattle Public Schools and Seattle Parks and Recreation currently have a transportation partnership agreement in place for the Northgate CLC and other out of school programming through September 2019. If awarded this grant, the three proposed programs would be included in the contract Parks has for Northgate for the 2019-20 school year. SPS and Parks have a long-standing relationship formally recognized via the SPS/Parks Agreement and an effective contractual partnership in the delivery of out of school time programs for Seattle youth.

Through this contract, yellow bus transportation will be provided for program participants in all four schools for both the school year and summer programs. If needed, door-to-door yellow bus services for students with special needs will be provided to ensure inclusion. Transportation services include scheduling buses, designing bus routes, and providing notification to families of bus assignments through the district notification system.

While the exact needs at each of the schools vary, the following is the foundational transportation and safety framework to be used by all schools:

At the end of the afterschool program day students will gather in the school cafeteria in preparation for boarding buses. Students in each school will be escorted by the classroom teacher or CLC staff. At the end of program day, the students can take the yellow bus or have a parent pick-up them up for the return home. This is determined at the beginning of the school year and quarterly after. If a program or activity is off-site, yellow buses are used. In addition, Parks will have written Emergency Response Plans for all CLC locations. These response plans are coordinated and include both SPS and Parks procedures. All staff must attend mandatory safety orientations. Emergency drills will be conducted three times per year. In addition, staff will be trained in the specific protocols for supervision of program participants and positive discipline practices.

Notification of intent to apply/dissemination of information to the community

Each school was notified of their eligibility to be a part of this application, the desire of the district to include them in this opportunity, and was provided a description of the program to be implemented. The application will be available in the school office for review as well as on each school website.

Information will be disseminated through a variety of formats including a Community Learning Center page on each school website and the Seattle Parks and Recreation site, which has pages dedicated to its CLCs.

If the project is funded program information, highlights, and registration information and forms will be available on school CLC website pages and the Seattle Parks and Recreation site. Information will be distributed through school packets and to community and culturally based organizations especially those serving our target student population. Program brochures will also be available. Press releases highlighting programs and special events will be distributed to neighborhood and community media outlets as appropriate. As needed, information will be translated into the primary languages found at each school and through the use of hired interpreters.

C. Management Plan

In consultation with district and school leadership, the Partnership Alignment Manager will complete an official partnership agreement based on the Memorandum of Understanding between SPS and Parks. Through Parks provided resources, funding provided by the 21st Century CLC, and resources and funding provided by the district, the following staff structure will be in place.

Overall leadership and direction for the program will be provided by Seattle Public Schools' Manager of Partnership Alignment in the Office of School and Community Partnerships, who will serve as the required director and will be responsible for meeting the overall grant requirements. Reporting to the Manager will be the .5 Community Learning Center Coordinator (CLC Coordinator) who will support implementation and administration of the grant.

Each school will have 1.0 FTE (.5 CLC grant funded/.5 SPS funded). The CLC Site Coordinators will be employees of Seattle Parks and Recreation under the supervision of the Parks Out of School Time Manager. The Parks Out of School Time Manager will coordinate with the individual school principals and the district leadership as required. Each CLC Site Coordinator will work a full year. All positions will work full time, 40 hours a week Monday – Friday, September 1 through August 31. A combined SPS/Parks 21st Century CLC Organization Chart has been included as an appendix to this application.

The district Community Learning Center Coordinator will have five (5) years of experience in developing and/or coordinating community programs, after-school programs, or similar activities for school-aged children and their families, which included responsibility for contract management, fiscal accountability, hiring and selecting staff, and program/project evaluation.

School CLC Site Coordinators will have extensive experience in direct program development and delivery, program supervision, student interventions, linking with the school day, YPQA, data driven programming, etc., all within an after school and/or summer setting. Site Coordinators will work closely with school administrators/teachers and partners in integrating CLC programs as an extension of the school day/year. Site Coordinators will be trained in Youth Program Quality Assessment (YPQA), work closely with the local grant evaluator and provide ongoing YPQA support for teachers and CBOs hired under personal service agreements. Site Coordinators will also possess a demonstrated ability to engage families, communities and stakeholders. Individual Site Coordinators will oversee the direct service of the 21st Century CLC grant programs at Emerson, Lowell, Martin Luther King, and Northgate Elementary Schools. Site Coordinators will meet with the Community Learning Center Coordinator/Program Director monthly to monitor 21st Century goals and objectives, agency agreements and partnerships, develop intervention strategies and activity-based learning. Quarterly update meetings will be held with the Principal, CLC Coordinator, Site Coordinator, and partners. Monthly update meetings between the Program Director and the Parks Out of School Time Manager will provide additional coordination between SPS and Parks and provide program progress updates towards goals and objectives. The Community Learning Center Coordinator will provide leadership and accountability for 21st Century CLC staff and programs.

As noted above, the CLC Site Coordinators at each school are employees of Parks. Recruitment is coordinated by Parks in consultation with SPS. Parks advertises for position vacancies through the City of Seattle job opportunities website as well as job announcements through networking sites (LinkedIn, Indeed, etc.), newspapers and community publications, and appropriate professional organizational bulletins. A formal interview process follows job vacancies with oral questions geared toward the work of a CLC Site Coordinator. SPS and other partners are included in the interview process. Both Seattle Public Schools and the City of Seattle have strong Equal Employment Opportunity policies and Race and Social Justice Initiatives which value diversity within the workforce. 21st Century CLC Staff will be offered competitive pay rates that include annual pay increases, cost of living increases, strong benefits packages, paid vacation and sick leave. Ongoing organizational investments in professional and personal

development include employee mentorship program, annual evaluations, cross training and out of class opportunities, committee work and presentations. CLC staff will also have access to professional development opportunities offered by Seattle School District and partners. Seattle Parks also offers employees promotional opportunities and a collaborative work environment where employee input is valued. 21st Century CLC Site Coordinators assume a prominent role within the school and community in which they work and the parents and youth they serve. As such, high performing employees are valued and find work within the CLC rewarding. Site Coordinators attend monthly development meetings and larger quarterly meetings that include interagency participation to enhance learning opportunities.

21st Century Grant Project Timeline:

By September 30, 2019: The Community Learning Center Coordinator /Program Director is hired and in place; interviews for school site coordinators occur, coordinators are hired; initial meetings with school leadership and partners are held. Program space at each school is identified, computers and database are online, program brochures, registration materials, and safety protocols established and posted. CLC program information integrated into the School website. Program transportation needs identified and secured. Access to data systems and district email established. Student cohort recruitment. Family engagement initiated. Supplies and materials acquired. CLC staff training is completed. Direct service providers orientation is completed. Fall programming begins.

October 2019: Fall Directors Meeting. Advanced Planning with Data Meeting is held. Student information for each site is entered into program database. First monthly by site reports due to the Community Learning Center Coordinator/Program Director and the Parks Out of School Time Manager. First External Evaluator visit. CLC staff training. Review YPQA materials with direct service providers.

November 2019: CLC staff training. District testing. Monthly report due. Evaluation and Data Webinar.

December 2019: CLC Site Coordinator meet with Parks, School, partner staff to assess the first two months of programs including review of data on progress toward outcome goals. Gaps and needs will be identified, and course corrections made. Plan for winter programs will be finalized. Monthly report due.

January 2020: Second external evaluator visit. CLC staff training. Monthly report. Midyear report. K-20. Summer planning begins.

February 2020: CLC staff training. Monthly report due. K-20. YPQA internal and external assessment. Summer program planning continues.

March 2020: CLC staff meet to review winter progress including review of data on progress toward outcome goals and plan for spring. CLC staff training. Monthly report due. Grant amendments proposed based on midyear progress. Summer program planning continues and participant recruitment begins. Third external evaluator visit.

April 2020: Student, family and teacher surveys distributed and collected. Summer program planning continues. K-20. Summer program advertisement. Leading Indicator Surveys. YPQA Improvement Plans. Grantee Profile Updates.

May 2020: CLC staff will meet to review spring progress including review of data on progress toward outcome goals and their implications for summer programming. Fourth external evaluator visit.

June 2020: Summer Program registration finalized. Local summer institute. End of Year debrief. 21st CLC Summer Institute. Summer Program (Summer Staircase) begins.

July 2020: External evaluator visit. One CLC staff member will attend the National Community Learning Center Summer Institute (additional will attend if funding identified). Budget revisions are submitted and reviewed.

August 2020: CLC staff attend training summit with school staff and partners to address training needs as well as to establish 2020-2021 program direction. Breakout sessions will include professional development, information sharing and best practices. Program Director and Site Directors examine 2020-2021 data and make course corrections as necessary. Site Coordinator evaluations. Continuation reports.

D. Data Collection and Evaluation Plan

SPS is committed to having a high-quality evaluation and has worked with the proposed evaluator, the Puget Sound Educational Service District (PSESD), to refine the goals and objectives with the intent to learn from previous CLC evaluations across multiple districts and sites. This work also aligned measurable project goals to the Washington State 21st CCLC program goals and the state performance plan. The resulting evaluation plan includes strong performance measures, sources of quantitative data for each objective as well as methods, timelines and responsibilities for data collection.

Nathalie Jones, MPA and Mona Mazraani, MPH both have experience working with Out-of-School Time (OST) programs as part of the team evaluating King County's Best Starts for Kids School Partnerships evaluation. This evaluation focuses on partnerships between Community-Based Organizations (CBOs) and schools, and how these partnerships affect changes in systems, policies, environments, and student outcomes. This evaluation includes OST programs working with middle and high schools in Auburn,

Seattle, and Tukwila. Ms. Jones is also working with MENTOR Washington to build the evaluation capacity of mentoring programs across the state. While the evaluators are new to 21st CCLC work specifically, they are members of the PSESD Strategy, Evaluation and Learning (SEL) Team, and their SEL colleagues (Bruce Cunningham and Stephanie Van Alstyne) have done this work in the past. Dr. Cunningham and Ms. Van Alstyne served as the 21st CCLC local evaluators for cohorts 6-11, 13-14, which included school districts, ESDs, CBOs, and city government serving elementary, middle and high school students. These colleagues have shared past approaches, processes, and tools, which lays a foundation from which to build for the Cohort 16 evaluation.

The PSESD Strategy, Evaluation and Learning (SEL) Team is experienced working with quantitative data including attendance, student demographics, academic assessments, and survey data. The SEL Team is experienced collecting and analyzing with qualitative data including interviews, focus groups, observations and open-ended survey questions. Members have conducted interviews and focus groups with youth, families, and CBOs, school and district staff and leadership. The SEL Team is committed to completing evaluations in close partnership with those implementing the programs being evaluated. The Team invites providers to serve as advisors on our evaluation projects. This approach thus includes the perspectives of those doing the work and helps prioritize issues that can prompt action, inform programming, and improve outcomes for students.

The PSESD SEL team focuses on how evaluation can support, inform, and improve programming and outcomes for students. The team works to build capacity so program staff can connect evaluation to their daily work. The SEL Team evaluation of 21st CCLC programs in SPS would engage program and site staff to be involved with data and provide strong evaluator support for required tasks of entering data into online systems. The SEL Team will provide frequent communication regarding data, evaluation activities, and program quality.

The evaluators for Cohort 16 have a broad range of experience working with MS Excel, MS Access and other constituent relationship management databases. The SEL Team would build on the knowledge and past work of their colleagues who have served as 21st CCLC evaluators to provide guidance for data entry into the 21st CCLC data systems. SPS believes the SEL Team is best positioned to relieve staff of the tasks of entering data into required online reporting systems such as YPQA Scores Reporter, the APR online system, and AIR state evaluation data uploads. The SEL Team will be certified in the YPQA by Fall 2019. The evaluation team will work with their colleagues who are YPQ certified and have conducted a

wide variety of observations to understand and build from their processes and tools, including their approach to conducting observations, providing results, and entering data in the PQA Scores Reporter.

The local evaluation reports will follow the template recommended by OSPI and include sections on the background, goals and objectives, description of the program, findings for each goal related to the implementation of the project, findings for each goal related to the outcomes of the project, a discussion of the findings, and recommendations.

E. Promise as a Model

Data and Previous Experience

In preparation for this project SPS staff from the SCP and Grants Departments visited the Northgate Elementary CLC. SPS staff had the opportunity to learn first-hand from Parks staff about the successes and challenges of the program. But perhaps most importantly, they had the opportunity to observe the program operations and the relationships between CLC staff and Northgate students. Staff saw a well-organized program that was operating on schedule. Students were focused and engaged in a variety of academic and enrichment activities. SPS staff noted the warmth of the relationships between Parks staff and the students. Students valued and respected Parks staff and the feelings were clearly reciprocated. Everyone agreed that it was exciting to see so many (over 100) students engaged in learning and fun in a very supportive and caring environment.

SPS and Parks have a strong historical partnership in providing services, programs, and access to each other facilities. A formal Joint Use Agreement exists between the SPS and Parks. Additionally, Parks has been a primary partner in the City of Seattle’s Families and Education Levy implementation and as previously noted is currently the CLC program partner at Washington Middle School and at Northgate. At Northgate Elementary, Parks has provided afterschool programming for eight years—five of those years operating a CLC program. In preparation for this project the data from the last four years of independent program evaluations were reviewed and the results reflected Parks success in providing the CLC program. The table below provides a summary of the evaluation findings.

Northgate Elementary CCLC Review of Attendance & Academic Impact Evaluation Findings 2014-2018	2014-15	2015-16	2016-17	2017-18
Attendance Data				
Total Attendees	58	81	112	120
Actual number of all regular attendees who attended 60+ sessions	36	51	54	69

Met/Did Not Meet Goal: 60% of regular attendees will have fewer than 10 school day absences	Not reported	Met—78%	Met—71%	Not reported
Academic Impact				
Goal: 60% of regular attendees in grades 2-3 will meet standard on the <u>reading MSP/SBAC assessment</u>	Data not available-transition from MSP to SBAC	78% (18 of 23 students) were at Level 1 or 2	Not reported	90% (9 3 rd graders) at Levels 3 or 4
Goal: 60% of regular attendees in grades 4-5 will meet standard on the <u>math MSP/SBAC assessment</u>	Data not available-transition from MSP to SBAC	58% (14 of 24 students) were at Level 1 or 2	Not reported	71% (15 4 th & 5 th graders) at Levels 3 or 4
Goal: At least 65% of regular attendees in grades 2-3 will make typical progress on <u>MAP reading assessments</u>	MAP assessment only given in fall	51% (20 of 39) met or exceeded mean fall to spring gains	56% (14 of 25) met the yearly growth norm	50% (12 of 22 students) met the yearly growth norm
Goal: At least 65% of regular attendees in grades 4-5 will make typical progress on <u>MAP math assessments</u>	MAP assessment only given in fall	31% (14 of 45) met or exceeded mean fall to spring gains	40% (12 of 30) met the yearly growth norm	50% (8 of 16) met the yearly growth norm
% of 2 nd & 3 rd grade regular attendees improving on <u>MAP reading assessments</u>	Not reported	Not reported	92%	100%
% of regular attendees in grades 4-5 improving on <u>MAP math assessments</u>	Not reported	Not reported	70%	100%

As previously noted in this application, the program grew every year which demonstrated Parks ability to expand their programming capacity, attendance was consistently high which speaks to the need for the program and the program’s quality. Students improved in math and reading, and these gains were reflected in Northgate’s district assessment data (Section A). The program’s impact on school climate was reflected in the favorable responses of students and parents on annual school climate surveys. (Section A)

Process used to ID partners and collaborators

All four principals participated in a meeting with SPS and Parks staff to discuss the project and to share lessons learned and challenges with their current afterschool and summer programs. All four schools understand the importance of partnerships and collaborations in serving their students and are already working hard to support and engage with existing community partners and providers.

SCP staff reviewed with principals at the three replication schools their current school day and after school partner and provider rosters. Principals were asked to identify those partners/providers that

they believed would help build strong CLC programming at their schools. Current partners/providers have demonstrated their investment in serving these school communities and all of the schools are committed to continuing to work with existing partners/providers and to working with Parks and SPS staff to identify other partners/providers to help address the unmet needs identified in this proposal. Meetings with partners/providers convened by SCP staff at the three schools identified for CLC replication are planned in June to further discuss the project and develop preliminary plans for implementation should grant funding be received. Since a number of the partners/providers are engaged in more than one school, these meetings will help foster communication and relationships among them.

Collaboration with Other Agencies

Collaborations and partnerships are an essential element to the project design and a critical element in long-term sustainability. SPS and Parks are very experienced at identifying funding sources to create and sustain programs. Both are undertaking this project with the understanding that working with public and non-profit sector partners is the foundation of building a CLC program that will endure beyond this grant.

For example, SPS is committing Title I and state Learning Assistance Program (LAP) funding to this project that will enable Parks school Site Coordinator positions to be full-time positions. SPS is providing facilities, professional development (in-kind) and additional cash support as outlined in the program budget. The project builds on the SPS Summer Staircase program providing additional facilities access for afternoon sessions, engaging SPS teachers and instructional assistants in academic enrichment and tutoring and utilizing departments such as Transportation and Child Nutrition Services to program operations.

In addition to SPS in-kind and cash support for the project, Parks is experienced in working with strategic partners such as the City of Seattle's Office for Education and Early Learning, local Universities, CBO's and other City agencies and departments to apply for grants and seek donor investors in programs. If awarded the 21st CCLC grant, SPS and Parks have a clear understanding of the financial requirements to sustain the proposed programs at end of grant and will work together to establish a formal sustainability plan in year one of the grant award.

SPS and Parks will work to leverage community connections among school partners/providers to develop a broad and diverse of community support. For partners/providers, SPS and Parks will support

them in leveraging their participation in the CLC program by providing program data and impact statements that they can use in their grant applications to foundations whose missions are focused on supporting education, youth development and homelessness.

Cost Calculation	Direct Charges to Grant	Amount Purchased Services (name provider)	Total of Direct Charges and Purchased Services	Cash Value of Partner Contributions (name partner)	Note
Certificated/Classified Staff	\$ 53,120	\$ 358,440	\$ 411,560	\$ 484,988	
			\$ -	\$ 52,120	Program Director 0.5 FTE. SPS non-grant funds in kind. Manages overall administration of program, including serving as main liaison with Parks and other partners.
Community Learning Center Coordinator 0.5 FTE; Support overall administration of the program, as well as convening stakeholders to provide support and training. \$52,120	\$ 52,120		\$ 52,120		
		\$ 214,000	\$ 214,000	\$ 214,000	Contract with Seattle Parks & Recreation for 4 CLC coordinators; \$107k per site, split funded between 21CCCLC and LAP SPIN, Team Read, and other partners offering enrichment programming = \$36,100 from SPS in-kind funds. Seattle Parks & Rec contributes \$74,428 in-kind with Best Starts For Kids funding which expires in 2020. The BSK grant at NGES CLC provides the following enhancements beyond the basic CLC structure: <ul style="list-style-type: none"> •Expanded Enrichment opportunities and after school transportation for students not targeted for academic intervention. •Increased summer school 1 week with focus on enrichment •Provides PD in SEL and staff time to attend •Funds partnership with SPIN to provide some STEM programs
Partners at Northgate		\$ 36,110	\$ 36,110	\$ 110,538	SPIN, Team Read, and other partners offering enrichment programming.
Partners at Emerson		\$ 36,110	\$ 36,110	\$ 36,110	Title / LAP for SPIN, Team Read and academic and enrichment providers
Partners at Lowell		\$ 36,110	\$ 36,110	\$ 36,110	Title / LAP for SPIN, Team Read and academic and enrichment providers
Partners at MLK		\$ 36,110	\$ 36,110	\$ 36,110	Title / LAP for morning academic/SEL programs; staff time
Summer Staircase Hourly time for translations to multiple languages. \$27/hr x 37 hours = \$1,000	\$ 1,000		\$ 1,000		
			\$ -		tbd
Benefits/Payroll Taxes	\$ 19,218	\$ -	\$ 19,218	\$ 19,218	
0.5 Community Learning Center Coordinator. General benefit rate is 24.12% plus medical coverage flat amount of for 0.5 FTE.	\$ 19,218		\$ 19,218		
				\$ 19,218	In-kind from SPS non-grant funds, for 0.5 Program Director. General benefit rate is 24.12% plus medical coverage flat amount of \$6,647 for 0.5 FTE.
Supplies/Materials	\$ 6,000	\$ -	\$ 6,000	\$ 2,000	
Office supplies (paper, postage for family/community mailings, pens, printing)	\$ 6,000		\$ 6,000	\$ 2,000	Seattle Parks & Rec - \$2,000 supplies (\$500 per site);
Instructional Resources	\$ 4,000	\$ -	\$ 4,000	\$ -	
Laptops and other technology needs for site coordinators to support high quality instruction and collaboration	\$ 4,000		\$ 4,000		
Travel	\$ 900	\$ -	\$ 900	\$ -	
Travel expenses to OSPI and YPQI trainings for relevant staff	\$ 900		\$ 900		
Transportation	\$ 30,156	\$ -	\$ 30,156	\$ 150,000	
\$400/day for a bus for 2 buses x 4 sites.	\$ 30,156		\$ 30,156	\$ 150,000	\$37,500 per site, paid by Title I for Summer Staircase.
			\$ -		
Staff Development	\$ 1,500	\$ -	\$ 1,500	\$ 8,496	
Customized trainings for all CLC program staff to be offered through Schools Out Washington	\$ 1,500		\$ 1,500		

							Training offered by SPS School and Community Partnerships Department on topics such as structural racism, trauma informed practice, SEL curricula used in schools, and more (approx. 15 training opportunities/per year)
				\$ -	\$ -	1,800	
				\$ -	\$ -	600	In kind PD for Summer Staircase, paid by Title I: Coordinator PD - 6 staff x 2 hours x \$50/hr.
				\$ -	\$ -	4,800	Teacher PD - 4 staff x 6 hours x 4 sites x \$50/hr.
				\$ -	\$ -	1,296	Paraprofessional PD - 4 staff x 2 hours x 4 sites x \$27/hr.
				\$ -	\$ -		
Evaluation	\$ -	\$ -	\$ -	\$ -	\$ -	14,000	
							In-kind funded by LAP; hourly rate of \$70/hour, 193 hours plus travel expenses.
						14,000	
Conferences	\$ 3,700	\$ -	\$ -	\$ 3,700	\$ -		
Attendance, registration, lodging, and per diem expenses for professional development conferences	\$ 3,700			\$ 3,700			
Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	220,897	
							In-kind by SPS:
							Regular year - 6 classrooms, 1 multi-purpose room x 15 hrs/week x 30 weeks = \$167,346
							Summer - 6 classrooms, 1 multi-purpose room x 24 hrs/week x 6 weeks = \$53,551
						220,897	
YPQA Box Set of Materials per site	\$ 4,800	\$ -	\$ -	\$ 4,800	\$ -		
\$1200x4 sites	\$ 4,800			\$ 4,800			
Indirect	\$ 18,165			\$ 18,165			
Totals:	\$ 141,560	\$ 358,440	\$ 500,000	\$ 899,599			

MAX DIRECT \$ 500,000
Amount to budget \$ 0