



**Nita M. Lowery 21<sup>st</sup> Century Community Learning Centers  
Local Evaluation Report 2021-22**

**Cohort 16**

**Peace Community Center**

**McCarver Scholars - McCarver Elementary School**

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

**PSM Evaluation & Consulting**

**Phil Marr, M.Ed.**

## I. One Page Fact Sheet

Peace Community Center (PCC), the McCarver Scholars program and the Bobcat Scholars program serve students and families in the Hilltop neighborhood of Tacoma, Washington. This community bring rich resources and diversity by way of identities (e.g., race, ethnicity, gender), culture and language. PCC offers a pathway model of holistic services that supports students in grades 2-12 with academic, social-emotional resources, enrichments, and development. Peace Community Center lives out its mission through youth development and education programming focused on Science, Technology, Engineering, Art, and Math (STEAM). Additionally, programs focus on building relationships that support students to be successful from elementary school through high school graduation to college and to find sustainable careers in the STEAM fields. Their goal is for students to graduate from high school and obtain a degree that fits their career goals. The organization believes that with this educational background, students will be well-positioned to obtain careers with the skills, experience and values that actively contribute to more just and vibrant communities, especially in the Hilltop neighborhood of Tacoma.

In 2019-2020, the Scholar programs were funded for a five year 21st Century Community Learning Centers (CCLC) grant through the Office of Superintendent of Public Instruction (OSPI), in partnership with Tacoma Public Schools. The focus of this report will be on year three of a the 21st CCLC grant.

The McCarver Scholar program serves students in grades 2-5 at McCarver Elementary. The program believes investment in a strong foundation is key to a student's long-term success. Their goal is to support our youngest learners as they build confidence, boost grade-level skills, and practice persistence. The Bobcat Scholar programs serves grades 6-8 at Hilltop Heritage (formerly Jason Lee) Middle School. The Bobcat Scholar program focuses on preparing for high school through individualized academic coaching; afterschool tutoring and mentoring; and community partner-led enrichments.

This program year challenged staff to reengage with students and begin to reacclimate to in-person programming. Additionally, staff had to continue working within the identified guidelines due to the lingering effects of the COVID-19 pandemic. These challenges notwithstanding, the site coordinators and program staff worked diligently to continually recruit youth to participate in the 21<sup>st</sup> Century programs and attain their goals above.

This reporting year was filled with challenges; however, it is worth pointing out the efforts taken by staff throughout the year to actively engage students in activities or coaching was significant. Program staff were creative and adaptable while continuously pivoting programs to meet the needs of students and families. Moreover, throughout the program year, staff continued to identify innovative methods and opportunities students and their families to engage in programs and receive needed supports. This effort was crucial for sustaining positive trusting relationships with Scholar students and their families during a challenging year due to the lingering effects of the COVID-19 pandemic.

## II. Executive Summary

**Overall Strengths and Next Steps:** The McCarver and Bobcat Scholar 21<sup>st</sup> Century Community Learning Center (CCLC) programs identified several strengths throughout their third year of operation. First, a strong commitment from program staff to create a fun and positive experience for students returning to in-person programs. Second, strong relationships with community partners were evident at all centers. Each center was able to involve a variety of partners into daily programming. These collaborative partnerships enhanced the overall experience of the youth who participated and maximized the benefits of the program. Third, safety and well-being of youth were a primary focus throughout the program year. Staff took extra steps to create spaces for youth to feel connection to the program and provide a space where youth can express their emotions in safe and positive way.

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

Students could join programs to receive supports and to participate in activities such as STEAM, peer-to-peer connections, community building and other Social Emotional learning enrichments. In 2021-22, each program provided 35+ weeks of activities to continually engage Scholars throughout the year.

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

- **McCarver Scholars** serves students grades 2-5. The program provides support for students during the school day, with after-school tutoring and enrichment activities four days per week and with a summer academy that is filled with STEAM focused enrichments and activities. Family engagement is an important program component. The program operated during the Summer and Fall program sessions, Monday through Thursday.
- **Bobcat Scholars** serves students grades 6- 8. This program provides students with individualized academic coaching, after-school tutoring and mentoring, and high school readiness information that prepare them for the transition to high school. Also, students are given a variety of community partner led enrichments that allow them to explore their interests in STEAM careers. The program operated during the Summer and Fall program sessions, Monday through Thursday.
- **Activities.** Each program provided a wide range of activities during the program year such as academic coaching including homework help and focused academic support tied directly to the students' in-school classroom work. Additionally, enrichment activities included STEAM skill building, growth mindset exercises, field trips, tutoring, arts and music, service learning, mentoring, youth leadership, goal setting, and college and career readiness. These enrichment

activities were based on the needs, interests, and choices of students because aligning the service offerings to student needs help maintain student interest and participation.

## Implementation

Implementing the 21st CCLC program was monitored throughout the year using a series of trainings and/or meetings held by Program Directors, External Evaluator, OSPI, The Forum for Youth Investment coaches and/or trainers for the purposes of designing, assessing, planning, improvement, professional development, and evaluation. The 21st Century staff served and recruited youth from marginalized families and students who are failing to meet math and/or reading academic standards as established in the Washington State K-12 standards. These youth would also benefit from additional social, emotional, and basic needs supports. In terms of implementing quality activities and services, program staff have participated in the Youth Program Quality Interventions (YPQI) process created by The Forum for Youth Investment. The YPQI process begins with an assessment to build on program staffs existing strengths and identify areas for improvement. These areas then go into an improvement plan as goals, with clear steps and benchmarks for achieving success. The Forum for Youth Investment has identified the sequence of “assess-plan-improve” as a best practice to establish a supportive system for continuous improvement. Scholar staff are committed to implementing this practice.



## Local Needs and Outcomes:

### McCarver Scholars Goal 1: Regular attendees will show improvement in reading

- Specific data pertaining to student improvement in reading are not available; however, the Scholar program maintained various academic support strategies and programs throughout the school year. Examples of this include 120+ hours of homework help throughout the program year.

**McCarver Scholars Goal 2, Regular attendees will show improvement in math**

- Specific data pertaining to student improvement in math are not available; however, the Scholar program maintained various academic support strategies and programs throughout the school year. Examples of this include 120+ hours of homework help throughout the program year.

**McCarver Scholars Goal 3, Regular attendees will show improvement in positive student behavior during school hours**

- Specific data pertaining to students’ self-regulation skills and positive student behavior are not available. There is a continued need for uniform implementation and measurement of self-regulation skill development and identification of appropriate measurements for positive student behavior.

**Bobcat Scholars Goal 4, Regular attendees will show improvement in math**

- Insufficient data to determine progress toward goal. The Scholar program maintained various academic support strategies and programs throughout the school year. Examples of this include 100+ hours of homework help throughout the program year.

**Bobcat Scholars Goal 5, Regular attendees will show improvement in GPA**

- Specific academic data not available for this domain. However, program staff regularly engaged with teachers to better understand ways academic coaching sessions can support in school learning. Staff also worked with students on how to utilize technology and had materials needed to engage in programs and 120+ hours of homework help throughout the program year.

**Bobcat Scholars Goal 6, Regular attendees will show improvement in attendance**

- School attendance data was not available to determine if 80% of attending students attended 90% or more days of school or if there was improvement in unexcused days of school from the prior year.

Table below shows monthly program attendance and average daily attendance by location

	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021	Dec. 2021	Jan. 2022	Feb. 2022	Mar. 2022	Apr. 2022	May 2022	June 2022
<b>Bobcat Scholars Total Attendees</b>	6	9		34	51	56	55	68	77	71	50	47	40
<b>Bobcat Scholars Average Daily Attendance</b>	5	3		13	17	23	20	29	26	32	17	19	17
<b>McCarver Scholars Total Attendees</b>	7	9		14	22	30	29	22	24	26	15	12	19
<b>McCarver Scholars Average Daily Attendance</b>	6	3		6	10	13	17	6	13	8	5	8	12

**Goal 7, Increase family engagement and improve family resource offerings**

- All locations implemented various strategies to address increase family engagement and improve family resource offerings. Comparable data for this is not available. Program staff did offer family engagement opportunities throughout the year; however, total number of events attended by unduplicated individual families was not available.

**Goal 8, Sites will demonstrate improved program quality assessment scores**

- This was an area of success for all sites. 100% completed two assessments each using the YPQA external and self-assessment tools, and 100% developed specific improvement plans based on the YPQA external and self-assessment data. (See table below)

Center	Areas of Improvement
<b>McCarver Scholars</b>	<p><b>Active Engagement:</b> Staff will provide structured opportunities for youth to talk about what they are doing and what they are thinking about to others.</p> <p><b>Encouragement:</b> Staff will make frequent use of open-ended questions.</p> <p><b>Leadership:</b> Staff will provide structured opportunities for one or more children to lead a group.</p>
<b>Bobcat Scholars</b>	<p><b>Active Engagement:</b> Staff will provide structured opportunities for youth to talk about what they are doing and what they are thinking about to others.</p> <p><b>Encouragement:</b> Staff will make frequent use of open-ended questions.</p> <p><b>Session Flow:</b> Staff will start and end sessions within 10 minutes of scheduled time.</p>

### III. Summary of Strengths, Recommendations, and Next Steps

Overall, the 21<sup>st</sup> Century program noted several areas of strength in their 3<sup>rd</sup> year of operation, and these include:

- Commitment to implement quality programs. Staff were dedicated to professional development offered through the 21<sup>st</sup> Century program. This enabled staff at each location the flexibility to offer a wide variety of academic and enrichment programs that aligned with YPQI standards.
- Strong relationships with community partners were evident in all programs. Each program benefited from supportive partners in a variety of ways. Staff were able to involve volunteers into programming which enhanced the overall experience of the youth who participated in the programs and continued to build connection between the community and the Scholar programs.
- Safety and well-being of youth were a primary focus throughout the program year. Staff took extra steps to create spaces for youth to feel connection to the program and provide a space where youth can express their emotions in safe and positive way.

The 21<sup>st</sup> Century program noted several areas for improvement in their third year of operation. In addition to these areas for improvement identified by the program, the evaluation team offers the following next steps:

- Data sharing with school district partners. Program leadership must strengthen school district communication and understanding of the critical role student data plays in determining if students are achieving the desired outcomes of these programs and supports.
- Continually familiarizing staff with the PQA tools to minimize any gaps in program reporting or delivery that may arise. Specifically, as it pertains to familiarity with the YPQA measurement tool, new staff must be informed and trained on procedures to effectively lead programs and meet quality standards as informed by the YPQI process.
- Staff turnover during third year of the project also created challenges resulting in staff unfamiliar of the expectations and requirements of the 21<sup>st</sup> Century program.

### IV. Program Overview

**Mission:** Peace Community Center creates transformational educational experiences for Hilltop youth and families, empowering future success in college, career, and community leadership.

**Vision:** We envision a vibrant community where youth and families are life-long learners who use their diverse gifts to cultivate love, justice, and peace for generations to come.

**Anti-Racism Statement:** Peace Community Center is committed to confronting systematic racism and all forms of oppression to promote personal growth, social justice, and reconciliation.

**Faith Rootedness Statement:** Peace Lutheran Church birthed Peace Community Center out of faith and a deep commitment of love for the Hilltop neighborhood, gifted Peace Community Center to Tacoma, and continues to closely partner with Peace Community Center to serve Hilltop youth and families today.

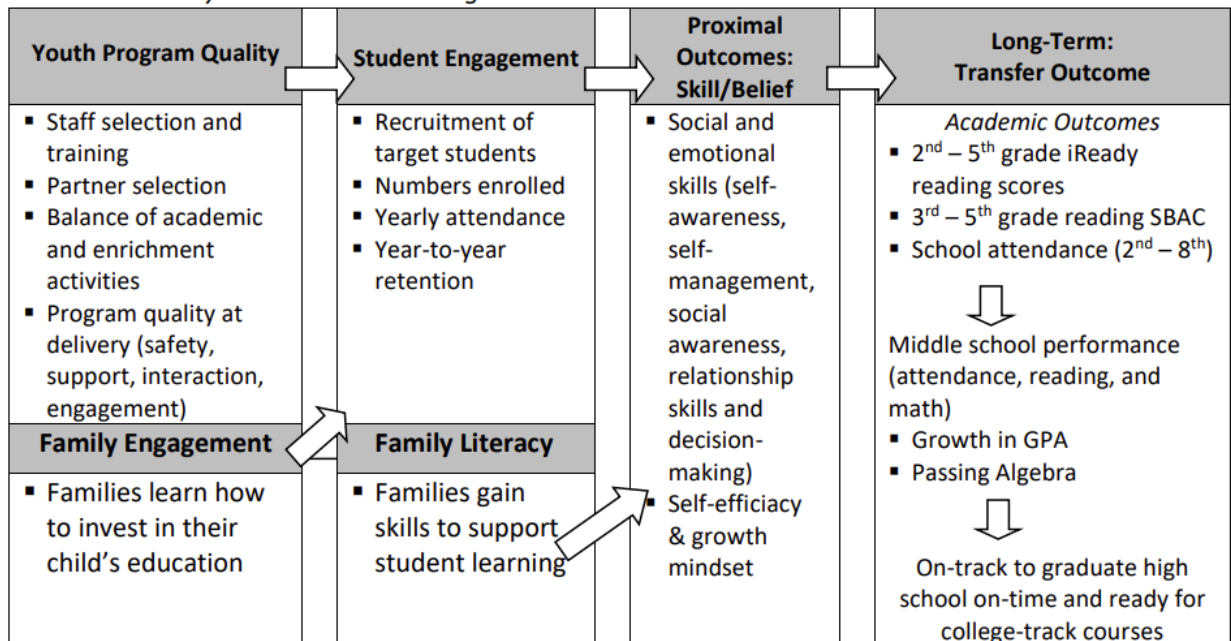
**Values:** Community, Justice, Joy, Learning & Wholeness

Peace Community Center is mission-driven to “create transformational educational experiences for Hilltop youth and families.” This collaborative project seeks to align best practices between its educational programs, schools, and community partners through this Nita M. Lowery 21<sup>st</sup> Century Community Learning Center grant. Scholar programs serve students and families in the Hilltop area of Tacoma, WA. This community houses three elementary schools and one middle school in the Tacoma Public Schools service area. The McCarver Scholars program located at McCarver Elementary School and the Bobcat Scholars located at Hilltop Heritage Middle School (formerly Jason Lee) were identified as partner schools for this grant project. Unfortunately, these communities face challenges, such as high rates of family mobility, crime, poverty, unemployment, and equitable access to resources and services more available in other metropolitan areas.

**Logic Model:**

The evaluation of both 21st CCLC sites, McCarver Scholars at McCarver Elementary School and Bobcat Scholars at Hilltop Heritage Middle School developed logic models that is articulated in part by youth, family and community needs, center goals, resources/assets, activities, outputs, and outcomes.

*Peace Community Center’s 21<sup>st</sup> CLCC Logic Model*





## V. Process Evaluation Plan and Results

### Process Evaluation Plan: (See appendix for full plan)

The process evaluation seeks to answer 5 general questions:

- 1) Is the program delivery, by staff and partners, consistent with best practices in the field?
  - a. How can program quality be improved?
- 2) Are students consistently participating in the program, and are they fully engaged when they are in attendance?
  - a. What are the barriers to attendance and participation that must be addressed?
- 3) Are families provided the welcome and information they need to support their child's engagement in the program?
  - a. Are workshops and family engagement activities supporting parents to support their child's education?
- 4) Do participants practice and develop the social and emotional skills and grit they need to succeed in school and life?
  - a. What evidence is there that students are developing these skills as a result of the program, and transferring them into other settings?
- 5) Is there evidence that the program is on track to achieve its goals and objectives?
  - a. Where is student progress not keeping pace with goals, and what course corrections are needed?

To answer these questions, program staff will do the following to support this process evaluation plan and collect data from a variety of sources, including:

- **Attendance/Retention of students.** Staff record daily attendance, monitor attendance rates or trends, and encourage students to become regular attendees. These data were used to assess Project Goal 3, program attendance.
- **Student information.** During the school year, student records required for reporting information on student demographics, academic achievement in reading and mathematics were collected from school district partners and entered in a database tracking program. These data were used to assess Project Goal 2 and Project Goal 3.
- **Annual Performance Report.** For each of the reporting periods in the summer and school year sessions, staff documented and reported how many program activities were offered and identified which partners provided the activity or service. This also included program operations such as number of weeks during each session, staffing patterns, parent/family activities.

## **Process Evaluation Results:**

### **McCarver Scholars Goal 1: Regular attendees will show improvement in reading**

- Specific data pertaining to student improvement in reading are not available.

### **McCarver Scholars Goal 2, Bobcat Scholars Goal 4: Regular attendees will show improvement in math**

- Specific data pertaining to student improvement in reading are not available.

### **McCarver Scholars Goal 3, Regular attendees will show improvement in positive student behavior during school hours**

- Specific data pertaining to student behavior during school hours are not available.

### **Bobcat Scholars Goal 5, Regular attendees will show improvement in GPA**

- Specific data pertaining to student improvement in reading are not available.

### **Bobcat Scholars Goal 6, Regular attendees will show improvement in attendance**

- Sites did not achieve the goal of 80% of attending students will attend 90% or more days of school. School attendance data was not available to determine if there was improvement in unexcused days of school from the prior year.

### **McCarver & Bobcat Goal 7, Increase family engagement and improve family resource offerings**

- Consistent progress was made throughout the year to provide families the resources necessary to meet the basic needs of their children. Program staff did offer family engagement opportunities to families throughout the year, however, comparable data for this sub-goal is not available. Program staff created opportunities for families to engage virtually and in-person to increase access and engagement throughout the year.

### **McCarver & Bobcat Goal 8, Sites will demonstrate improved program quality assessment scores**

- This was an area of success for all sites. 100% completed two assessments each year using the YPQA external and self-assessment tools, and 100% developed specific improvement plans based on the YPQA external and self-assessment data.

## **VI. Outcome Evaluation Plan and Results**

### **Outcome Evaluation plan**

In general, the outcome evaluation plan will answer these questions:

- Did students maintain academic stability; receive support in overcoming barriers to participation in distance learning?
- Did students maintain social-emotional connection with caring adults and peers?
- Were families supported in assisting their children during distance learning?
- Did families develop skills on how to advocate on behalf of their children with school/teachers?
- Did families receive resources that provide bridge support during the COVID-19 crisis and social unrest?

To answer these questions, this project will document student feedback through forms and interviews, and surveys, changes in academic performance, test scores, and level of participation in the program by students and parents. Staff, parents, and students will each complete surveys to provide PCC feedback for program modifications. Self-assessments will be scheduled at each of the program locations, with staff helping to observe each other's sites. External evaluations will be scheduled annually by the Program Director. Once scores are entered and analyzed by both the Program Director and Site Staff, improvement plans will be created and entered in Scores Reporter.

## **Outcome Evaluation Results**

### **McCarver Scholars**

#### ***Goal 1: Regular attendees will show improvement in reading***

##### ***1.1) 75% of regularly attending students below grade level will increase their student growth percentile scores in reading***

- Specific academic data to determine improvement in reading are not available for this sub-goal. However, staff regularly engaged with teachers to better understand ways academic coaching sessions to support in school learning. Staff also ensured that students received support on how to utilize technology and had materials needed to engage in programs.

##### ***1.2) 50% of regularly attending students will read at grade level as measured by iReady***

- Specific iReady data not available for this sub-goal. However, staff regularly engaged with teachers to better understand ways academic coaching sessions to support in school learning. Staff also ensured that students received support on how to utilize technology and had materials needed to engage in programs.

***Goal 2: Regular attendees will show improvement in math***

***2.1) 55% of regular attending students below grade level will increase their student growth percentile scores in math***

- Specific academic data to determine improvement in math are not available for this sub-goal. However, staff regularly engaged with teachers to better understand how academic coaching sessions can support in-school learning. Staff also ensured that students received support on how to utilize technology and had materials needed to engage in programs.

***2.2) 50% of regularly attending students will score in the approaching or meeting grade level as measured by formative iReady***

- Specific iReady data to determine improvement in math are not available for this sub-goal. However, staff regularly engaged with teachers to better understand how academic coaching sessions can support in-school learning. Staff also ensured that students received support on how to utilize technology and had materials needed to engage in programs.

***Goal 3: Regular attendees will show improvement in positive behavior during school hours***

***3.1) 80% of regular attending students show increased self-regulation at the end of the school year as compared to the beginning of the school year as measured by the Modified Child Problem Behavior Checklist***

***3.2) 50% of regular attending students who had school day disciplinary incidents prior to year will demonstrate fewer incidents as tracked through school discipline data***

- Specific data pertaining to students' self-regulation skills and positive student behavior are not available. A consistent assessment of self-regulation skills and positive student behavior does not yet exist across all settings during year three of this project. There is a continued need for uniform implementation and measurement of self-regulation skill development and identification of appropriate measurements for positive student behavior.

**Bobcat Scholars**

***Goal 4: Regular attendees will show improvement in math***

***4.1) 75% of regularly attending students below grade level will increase their student growth percentile scores in math***

***4.2) 70% of students enrolled in Algebra will have a C or better***

- Specific academic data to determine improvement in math are not available for sub-goals 4.1 & 4.2. However, staff regularly engaged with teachers to better understand how academic coaching sessions can support in-school learning. Staff also ensured that students received support on how to utilize technology and had materials needed to engage in programs. Additionally, every scholar was paired with an Academic Coach who meets with them every other week during the school year. Scholars and coaches set academic goals and create time management strategies in preparation for high school. Coaches also support scholars in navigating social and life changes that may arise in middle school.

***Goal 5: Regular attendees will show improvement in GPA***

***5.1) 70% of regularly attending students will increase their cumulative GPA***

- Student grade point average data not available for this sub-goal.

***5.2) 50% of regularly attending students will have a C or better in all academic subjects (Math, English, Science, Social Science)***

- Specific data not available for this sub-goal. However, staff regularly engaged with teachers to better understand ways academic coaching sessions to support in school learning. Staff also ensured that students received support on how to utilize technology and had materials needed to engage in programs. Every scholar was paired with an Academic Coach who meets with them every other week during the school year. Scholars and coaches set academic goals and create time management strategies in preparation for high school. Coaches also support scholars in navigating social and life changes that may arise in middle school.

***Goal 6: Regular attendees will show improvement in attendance***

***6.1) 80% of regularly attending students will attend 90% or more days of school as tracked through school attendance records***

***6.2) 50% of regularly attending students who missed 18 or more unexcused days of school in the prior year will show improvement in attendance***

- School attendance data was not available to determine if 80% of attending students will attend 90% or more days of school, and there is no comparable data to determine sub-goal 6.2 if there was improvement in unexcused days of school from the prior year.

**McCarver and Bobcat Scholars**

***Goal 7: Increase family engagement and improve family resource offerings***

***7.1) 50% of families increase engagement by participating in more than one engagement opportunity per year***

- Comparable data for this sub-goal is not available. Program staff did offer family engagement opportunities to families throughout the year, however, total number of events attended by individual families was not available.

**7.2) 75% of families report that program increased their ability to support students as measured by biannual family survey**

- Both sites fell short of this goal with 56% of surveyed family reporting the program increased their ability to support their students. Overall, consistent progress was made throughout the year to provide families with opportunities to engage as compared to previous years.

**Goal 8: Sites will demonstrate improved program quality assessment scores**

**8.1) 100% of both sites will complete two assessments each year and make improvements from the fall assessment to spring assessment.**

- All sites completed two assessments each year using the YPQA external and self-assessment tools.
- All sites developed specific improvement plans based on the YPQA external and self-assessment data (See table below)

<b>Center</b>	<b>Areas of Improvement</b>
<b>McCarver Scholars</b>	<p><b>Active Engagement:</b> Staff will provide structured opportunities for youth to talk about what they are doing and what they are thinking about to others.</p> <p><b>Encouragement:</b> Staff will make frequent use of open-ended questions.</p> <p><b>Leadership:</b> Staff will provide structured opportunities for one or more children to lead a group.</p>
<b>Bobcat Scholars</b>	<p><b>Active Engagement:</b> Staff will provide structured opportunities for youth to talk about what they are doing and what they are thinking about to others.</p> <p><b>Encouragement:</b> Staff will make frequent use of open-ended questions.</p> <p><b>Session Flow:</b> Staff will start and end sessions within 10 minutes of scheduled time.</p>

## VII. Recommendations

- **Regular attendees will show improvement in reading (McCarver Scholars Goal 1)**
  - It is recommended that the program staff continue to build strong lines of communication with school district partners to receive the needed data to accurately determine student improvement in reading. It is also recommended that program staff regularly track student progress throughout the year to ensure the program supports are appropriately meeting student needs throughout the entirety of the student's time in the program. This goal as written, may not be realistic or attainable. In addition to limited time left on this grant cycle, the program is now challenged with significant learning loss due to the COVID-19 pandemic. It is recommended that the program re-evaluates and prioritizes their academic goals. It is also recommended that the program selects a different measure to assess progress, like a curriculum-based measure, that is more sensitive to change and focused on specific skills.
  
- **Regular attendees will show improvement in math (McCarver Scholars Goal 2, Bobcat Scholars Goal 4)**
  - It is recommended that the program staff continue to build strong lines of communication with school district partners to receive the needed data to accurately determine student improvement in math. It is also recommended that program staff regularly track student progress throughout the year to ensure the program supports are appropriately meeting student needs throughout the entirety of the student's time in the program. This goal as written, may not be realistic or attainable. In addition to limited time left on this grant cycle, the program is now challenged with significant learning loss due to the COVID-19 pandemic. It is recommended that the program re-evaluates and prioritizes their academic goals. It is also recommended that the program selects a different measure to assess progress, like a curriculum-based measure, that is more sensitive to change and focused on specific skills.
  
- **Regular attendees will show improvement in positive behavior during school hours (McCarver Scholars Goal 3)**
  - It is recommended that a consistent assessment of self-regulation skills and positive student behavior be identified and implemented with consistency. There is a continued need for uniform implementation and measurement of self-regulation skill development and identification of appropriate measurements for positive student behavior. Each Scholar program has been working to create strategies that support youth with positive behavior during program sessions. Examples of this include mindfulness activities, community circles, peer check-ins, calming corners, breathing, and stretching exercises, emotion/feelings charts, and wellness rooms. It is recommended that the sites continue to build capacity in

staff knowledge and skills in social emotional learning strategies. Also, it is recommended that the programs use more intentionality in social emotional learning competencies instruction by using a school-based SEL framework to organize and guide their programming. This would generalize and reinforce skills learned during in-school SEL instruction.

- **Regular attendees will show improvement in GPA (Bobcat Scholars Goal 5)**
  - It is recommended that the program staff continue to build strong lines of communication with school district partners to receive the needed data to accurately determine student improvement in grade point average. It is also recommended that program staff regularly track student progress throughout the year to ensure the program supports are appropriately meeting student needs.
  
- **Regular attendees will show improvement in attendance (Bobcat Scholars Goal 6)**
  - It is recommended that efforts to increase and sustain high rates of attendance and program reach are increased. Efforts to increase rates of attendance must become a core focus of the project. Significant outreach and recruitment efforts must be made to reach goal achievement and sustain student attendance over in the remaining years of the project.
  
- **Increase family engagement and improve family resource offerings (Bobcat & McCarver Scholars Goal 7)**
  - It is recommended that the project staff continue to increase family offerings. More specifically, that staff continue to investigate any barriers in receiving feedback from parents regarding access to program information or resources. This area of service is of particular importance as it is critical to establish and maintain strong partnerships with families, to understand their needs, and help absorb the inevitable shock from the increasing inequities these communities are experiencing. It is recommended that the program staff investigate the barriers surrounding the family resource offerings in sites with lower offerings/attendance. It is recommended that the staff reach out to families to better understand any barriers related to attending the events (e.g., technology, timing) and ensure the offerings are relevant to and meet the needs of the families.
  
- **Sites will demonstrate improved program quality assessment scores (Bobcat & McCarver Scholars Goal 8)**
  - It is recommended that project staff continue to record and track improvements (e.g., leadership opportunities, reflection on emotion, engaging activities, affirmations, opportunities to practice skills) for quality program assurance. It is also recommended that Program Quality Assessments are administered and reviewed with program staff for understanding and to allow for adjustments to activities.



## VIII. Appendix

**Partnerships:** Strong relationships with partners were evident in all programs. Each program was able to involve a variety of volunteers and community partners into daily programming. This enhanced the overall experience of the youth in the programs. Enrichment and community partners include:

- Tacoma Public Schools
- Peace Lutheran Church
- USDA Child Nutrition program
- Greater Tacoma Community Foundation
- Raising Girls
- Washington Service Corps
- KBTC
- Pierce Conservation District
- Tacoma Public Library
- University of Washington – Tacoma
- Robert Michael Hale & Mari Omara
- Graduate Tacoma
- Virginia Mason Franciscan Health

**Activities:** Activities offered at both locations

Each program provided academic assistance activities including homework help and focused academic help tied directly to the students' in-school classroom work in core subject areas of Math and Reading. Activities were based on the needs, interests, and choices of students for the reason that aligning the service offerings to student needs help maintain students' interest and participation. Each program offered a wide range of activities, as listed below.

- STEAM
- Tutoring
- Mentoring
- Youth Leadership
- Field Trips
- Arts
- Service learning
- Diversity & Social Awareness
- Responsible Decision Making
- Mental Health
- College and career readiness
- Academic Enrichment
- Community Building
- Social Emotional Learning

**Student Characteristics:** Tables below show breakouts for grade level, gender, and race/ethnicity, household type, SPED/504/IEP, and free/reduced lunch status of regular attendee students.

**Grade Levels**

Program	K	1	2	3	4	5	6	7	8	Total
McCarver Scholars	0	0	4	23	21	15				63
Bobcat Scholars							75	53	45	173

**Gender**

Program	Unknown	Non-Binary	Female	Male	Total
McCarver Scholars	1	2	35	25	63
Bobcat Scholars	32	1	75	65	173

**Race/Ethnicity**

	McCarver Scholars	Bobcat Scholars
American Indian/Alaska Native	0	1
Asian	2	4
Black/African American	16	48
Hispanic/Latino	4	10
Native Hawaiian/Pacific Islander	2	4
Two or more races	32	77
White	6	25
Unknown	1	4
<b>Total</b>	<b>63</b>	<b>173</b>

**Household Type**

Program	Unknown	Single Parent	% of all attendees	Two Parent	% of all attendees
McCarver Scholars	10	34	53.9%	19	30.1%
Bobcat Scholars	81	51	29.4%	41	23.6%

**SPED/504/IEP**

<b>Program</b>	<b>Total #</b>	<b>% of all attendees</b>
<b>McCarver Scholars</b>	11	17.4%
<b>Bobcat Scholars</b>	29	16.7%

**Free/Reduced-Lunch Status**

<b>Program</b>	<b>Total #</b>	<b>% of all attendees</b>
<b>McCarver Scholars</b>	55	87.3%
<b>Bobcat Scholars</b>	107	61.8%

**Process Evaluation Plan**

<b>Evaluation Question</b>	<b>Data Source (Method)</b>	<b>Personnel Responsible</b>	<b>Strategies for Use</b>
<b>Is the program delivery, by staff and partners, consistent with best practices in the field? How can program quality be improved?</b>	YPQA Observations through an internal and an external observation (annually in winter)	1 external observations by the evaluator & 1 internal observations by staff	Staff will monitor progress and promote program improvement by review internal and external SAPQA data and drafting a plan for program improvement.
	Staff, teacher, principal, and partner feedback through surveys, focus groups and interviews (annually in the spring)	The evaluator will lead survey design, interview scripts and analysis of results and collect data	Staff will monitor progress, promote program improvement, and provide information to stakeholders: Memos summarizing survey findings and qualitative data will be provided in a timely fashion, as it is collected, to inform continuous quality improvement This data will also be formally reviewed by the Program Director and Coordinator minimum) at an annual evaluation reflection
	Student feedback through feedback forms and interviews (annually in the spring)	CC staff will collect student feedback forms. The evaluator will conduct interviews with a representative sample of students.	

	Leading Indicator Reports (annually in the early fall)	PCC staff will complete required surveys in the spring. The evaluator will facilitate reflection on lessons learned	meeting designed to identify lessons learned and inform annual program planning and improvements.
<b>Are students consistently participating in the program, and are they fully engaged when they are in attendance? What are barriers to attendance and participation that must be addressed?</b>	Attendance through Program Records (ongoing collection).	Program staff will record attendance.	Monitor progress, promote program improvement, and provide information to stakeholders: Attendance data will be reviewed monthly by the Site Coordinator/Director. Survey and interview data will be formally reviewed at an annual evaluation reflection meeting.
	Student feedback through feedback forms and interviews (annually in the spring)	The evaluator will conduct interviews with a representative sample of students.	
<b>Are families provided the welcome and information they need to support their child’s engagement in the program? Are workshops and family engagement activities supporting parents to support their child’s education?</b>	The number and content of family contacts, through Program Records – (ongoing collection).	Program staff will record family contacts and family participation in training and other events.	Monitor progress, promote program improvement, provide information to stakeholders, and promote sustainability: This data will be formally reviewed at an annual evaluation reflection meeting.
	Family’s engagement and perception of program through annual family survey (in the spring).	The evaluator will lead survey design and analysis. Program staff will support survey administration.	

<p><b>Do participants practice and develop the social and emotional skills and grit they need to succeed in school and life? What evidence is there that students are developing these skills as a result of the program, and transferring them to other settings?</b></p>	<p>Student interviews (annually in the spring)</p>	<p>The evaluator will conduct these.</p>	<p>Monitor progress, promote program improvement, provide information to stakeholders, and promote sustainability: Teacher (and student) survey data will be summarized in memos as it is available to inform program planning and provide feedback to school partners. This data will be formally reviewed at an annually.</p>
	<p>Teacher Survey (end of year).</p>	<p>The evaluator will lead survey design and analysis. PCC staff will support survey administration.</p>	
	<p>Student Feedback Form and Student Survey</p>	<p>Program staff will manage data sharing agreements and data requests.</p>	
<p><b>Is there evidence that the program is on track to achieve its goals and objectives?</b></p> <p><b>Where is student progress not keeping pace with goals, and what course corrections are needed?</b></p>	<p>Academic and achievement records (test scores, attendance, discipline) from Tacoma Public Schools (annual, as available).</p>	<p>Program staff will manage data sharing agreements and data requests.</p>	<p>Monitor progress and promote program improvement: This data will be formally reviewed at an annual evaluation reflection meeting designed to identify lessons learned and inform program improvements.</p>
	<p>Student behavior and academic progress through a Teacher Survey (end of year).</p>	<p>The evaluator will lead analysis of this data.</p>	
		<p>The evaluator will lead survey design and analysis. Program staff will support survey administration.</p>	

## Outcome Evaluation Plan

Program Year:2021-2022	Smart Outcome	Performance Measure	Participants	Data Source	Procedures	Data analysis and reporting
<p><b>1)</b> Regular attendees will show improvement in reading (McCarver Scholars)</p>	<p><b>1.1)</b> 75% of regularly attending students below grade level will increase their student growth percentile scores in reading</p> <p><b>1.2)</b> 50% of regularly attending students will read at grade level</p>	<p><b>1.1/2)</b> iReady scores</p>	<p>All youth attending the program who attend 30 or more days during the school year or summer</p>	<p>iReady assessment entered in federal reporting data portal</p>	<p>Annually, program staff to collect iReady scores from districts</p>	<p>Student iReady scores will be used to determine improvement in Reading</p> <p>Improvement has been identified and will be reported as iReady level increase - A total number and percent will be reported</p>
<p><b>2 &amp; 4)</b> Regular attendees will show improvement in math (Bobcat &amp; McCarver Scholars)</p>	<p><b>2.1)</b> 55% of regular attending students below grade level will increase their student growth percentile scores in math</p> <p><b>2.2)</b> 50% of regularly attending students will score in the approaching</p>	<p><b>2.1/2)</b> iReady scores</p> <p><b>4.1)</b> iReady scores</p> <p><b>4.2)</b> School grade reports</p>	<p>All youth who attend 30 or more days during the school year or summer</p>	<p>iReady assessment entered in federal reporting data portal</p> <p>School grade reports</p>	<p>Annually, program staff to collect iReady scores and grades reports from districts</p>	<p>Student iReady scores will be used to determine improvement in Math</p> <p>Improvement has been identified and will be reported as iReady level increase - A total number and percent will be reported</p>

	<p>or meeting grade level</p> <p><b>4.1)</b> 75% of regularly attending Bobcat Scholars below grade level will increase their student growth percentile scores in math</p> <p><b>4.2)</b> 70% of Bobcat Scholars enrolled in Algebra will have a C or better</p>					<p>Student algebra grade will be used to determine improvement in Math</p>
<p><b>3)</b> Regular attendees will show improvement in positive behavior during school hours</p>	<p><b>3.1)</b> 80% of regular attending students show increased self-regulation</p> <p><b>3.2)</b> 50% of regular attending students who had school day disciplinary incidents prior to year will demonstrate fewer incidents</p>	<p><b>3.1)</b> Modified Child Problem Behavior Checklist</p> <p><b>3.2)</b> School discipline data</p>	<p>All youth who attend 30 or more days during the school year or summer</p>	<p>Discipline data entered in federal reporting data portal</p>	<p>Monthly, Site Coordinators record discipline data</p>	<p>Youth attending 30 days or more annually will be tallied. A total number and percent will be reported</p>

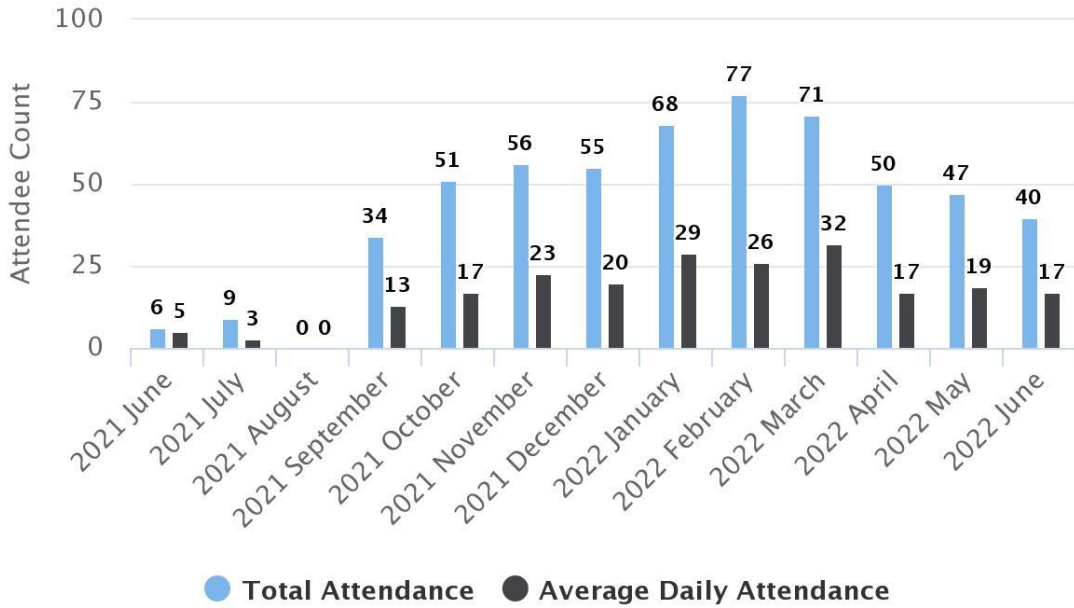
<p><b>5) Regular attendees will show improvement in GPA (Bobcat Scholars)</b></p>	<p><b>5.1)</b> 70% of regularly attending students will increase their cumulative GPA</p> <p><b>5.2)</b> 50% of regularly attending students will have a C or better in all academic subjects (Math, English, Science, Social Science)</p>	<p><b>5.1)</b> School GPA records</p> <p><b>5.2)</b> School grade reports</p>	<p>All youth who attend 30 or more days during the school year or summer</p>	<p>School GPA and official grade reports entered in federal reporting data portal</p>	<p>Annually, program staff to collect academic data reports from district</p>	<p>Youth attending 30 days or more annually will be tallied. A total number and percent will be reported</p>
<p><b>6) Regular attendees will show improvement in attendance (Bobcat Scholars)</b></p>	<p><b>6.1)</b> 80% of regularly attending students will attend 90% or more days of school</p> <p><b>6.2)</b> 50% of regularly attending students who missed 18 or more unexcused days of school in the prior year will show improvement</p>	<p><b>6.1/2)</b> School attendance reports</p>	<p>All youth who attend 30 or more days during the school year or summer</p>	<p>School attendance reports entered in federal reporting data portal</p>	<p>Monthly, Site Coordinators record attendance data</p>	<p>Youth attending 30 days or more annually will be tallied. A total number and percent will be reported</p>
<p><b>7) Increase family engagement and improve family</b></p>	<p><b>7.1)</b> 50% of families increase engagement by</p>	<p><b>7.1)</b> Program records for</p>	<p>All youth who attend 30 or more days during the</p>	<p>Family engagement reports and participati</p>	<p>Monthly, Site Coordinators record and enter</p>	<p>Youth attending 30 days or more annually will be tallied. A</p>



resource offerings (Bobcat & McCarver Scholars)	participating in more than one engagement opportunity per year  <b>7.2)</b> 75% of families report that program increased their ability to support students	family engagement opportunities  <b>7.2)</b> Biannual family survey	school year or summer.  Parents/Guardians/Teachers	on data entered in federal reporting data portal  Survey data documented and shared with program administrators	family engagement data	total number and percent will be reported  Parents/Guardians/Teachers feedback results
<b>8)</b> Sites will demonstrate improved program quality assessment scores (Bobcat & McCarver Scholars)	<b>8.1)</b> 100% of both sites will complete two assessments each year and make improvements from the fall assessment to spring assessment.	<b>8.1)</b> YPQA internal and external assessments	All sites during the school year and/or summer	Self and external YPQA assessments, prescribed workshops, and improvement planning with data	Bi-annually and/or Annual training/development for all center staff and/or local evaluator  Formal program observation will be conducted 2 times per year using the YPQA	Total number of site assessments, results, and improvement plans will be tallied. A percent will be reported

**Program Participation: Bobcat Scholars at Hilltop Heritage Middle School**

**Total Attendance By Month**



**Program Participation: McCarver Scholars at McCarver Elementary School**

**Total Attendance By Month**

