

21ST CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL TIME | COHORT 16

ESD 105 | EXECUTIVE SUMMARY EVALUATION REPORT | 2021 – 2022

Yakima School District
Produced by RGI Corporation

Introduction: The Educational Service District 105 (ESD 105), located in Yakima, has completed its third year of this 21st Century Community Learning Centers (21st CCLC) grant program. The 21st CCLC Roadmap to Success (Roadmap) program is a partnership between ESD 105, Enterprise for Progress in the Community (EPIC), Yakima School District and community partners. The 21st CCLC Program offers after-school programs and parent educational opportunities. The program proposed to serve a total of 320 students for 30 days or more and 120 parents across the three sites. This five-year 21st CCLC grant program is funded by the Office of Superintendent of Public Instruction (OSPI). The project is being evaluated by RGI Corporation, an independent local educational evaluation corporation.

A. HIGHLIGHTS & ACHIEVEMENTS

898 Youth served

238 Family members served

3 Afterschool sites

212 Days of afterschool

27 Different parent trainings

100% Sites provided a Hybrid Program

198% Family Member goal met

131% Regular attendee goal met

47% Youth served became Regular Attendees

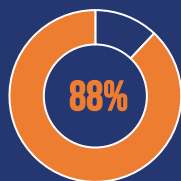
64% Youth Improved Reading Test Scores

DEMOGRAPHICS

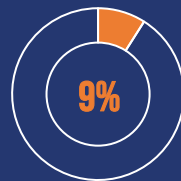
YOUTH: 898 TOTAL STUDENTS IN GRADE K-8



Low-income



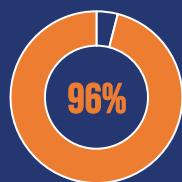
Hispanic



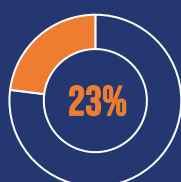
Special Ed.



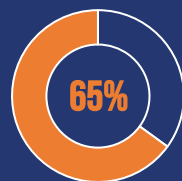
Female



Minority



ELL



Bilingual



Male

FAMILY MEMBERS

27

Total activities

73.45

Total hours of family engagement

146

Regular attendee family members participated

B. OVERVIEW OF CENTERS

Barge Lincoln Elementary— Yakima, WA

Grades K-5

Summer Program Distance Learning Program (Virtual program)

- Operated June 21, 2021 – July 30, 2021 for 30 program days
- Served 75 students operating 3:00 PM to 5:00 PM Monday – Friday
- Special Focus: Activity Packets
 - Birds Builds a Nest, Busy Bug Builds a Fort, Fort Builders, I am Someone Else, Jelly Fish and Narwall, Max Meow, More-igami, What Do You Do with a Paleta



Low-income



Minority



ELL

After School Distance Learning Program (Hybrid program)

- Operated September 13, 2021 – June 10, 2022 for 162 program days
- Served 191 students operating 3:15 to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM

Martin Luther King Jr. Elementary – Yakima, WA

Grades K-5

Summer Program Distance Learning Program (Virtual program)

- Operated June 21, 2021 – July 30, 2021 for 30 program days
- Served 65 students operating 3:00 PM to 5:00 PM Monday – Friday
- Special Focus: Activity Packets
 - Birds Builds a Nest, Busy Bug Builds a Fort, Fort Builders, I am Someone Else, Jelly Fish and Narwall, Max Meow, More-igami, What Do You Do with a Paleta



Low-income



Minority



ELL

After School Distance Learning Program (Hybrid program)

- Operated September 13, 2021 – June 10, 2022 for 162 program days
- Served 115 students operating 3:15 to 5:15 PM Monday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM

Washington Middle School— Yakima, WA

Grades 6-8

Summer Program (Hybrid program)

- Operated June 21, 2021 – July 30, 2021 for 30 program days
- Served 165 students operating 9:00 AM to 1:00 PM Monday – Friday
- Special Focus: A shot in the Arm, Game on, The Hill we Climb, The House Lue built



Low-income

Before School (Hybrid program)

- Operated September 27, 2021 – January 21, 2022 for 82 program days
- Served 23 students operating 7:15 to 8:15 AM Monday – Friday
- Offered academic assistance through homework help and tutoring



Minority

After School Distance Learning Program (Hybrid program)

- Operated September 27, 2021 – June 10, 2022 for 182 program days
- Served 432 students operating 2:15 to 4:15 PM Monday – Friday
- Special Focus included: Tennis, Baking, College Prep, Math, SEL, Reading, Art, STEAM, ELA



ELL

C. IMPLEMENTATION

Corona Virus Impact: The Corona Virus (COVID-19) unexpectedly disrupted everyone’s lives, from newborns to the elderly. This pandemic brought normal life to an abrupt halt. COVID-19 has drastically impacted our schools, colleges, hospitals, businesses and all public service providers. Schools were forced to close to protect the health of students and educators. The 21st CCLC Afterschool and Summer Programs were not immune from this virus and were also adversely impacted by the closing of all school buildings statewide. Schools were closed on March 11. Furthermore, the state required schools to provide some sort of an education with online learning or using other means of instruction. For those students not having technology or internet access at home, paper learning packets were prepared and delivered to students along with meals using school buses. Schools were required to begin providing online or other instruction on March 30th, 2020 as schools continued to be closed by the state. Although schools resumed to in-person learning in Fall of 2021, the pandemic impacted significantly student learning and well-being.

Community Context: The agricultural industry continues to attract many immigrant and Hispanic farmworkers to the Yakima community. These seasonal, low-wage jobs have resulted in many low-income students in the target schools (**86.8%**). The Yakima School District is a mid-size and high-need school district with one of the most diverse student populations in the state. In the three 21st sites, there is a high number and percent of minority students, Hispanic (**92%**), English Language Learners (**54.3%**) and migrant students. These communities are also experiencing high poverty levels with the target schools at a high average of **86.8%** Free and Reduced Lunch rate. Consequently, **9.5** of every **10** students are minority and **8.7** of **10** are in poverty.

Attendance – All Centers 2021-22

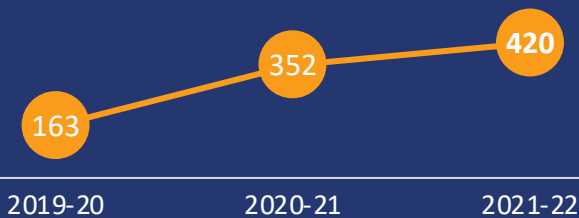
Youth Participation Levels Grant Wide						Total 30+ days 420
Day Range	1-15	16-29	30-59	60-89	90+	
Student #	369	109	337	54	29	Total Served 898
Student %	41%	12%	38%	6%	3%	

The coronavirus impacted how afterschool centers operated. All centers turned to Hybrid programming in order to offer academic enrichment services. Hybrid programming opened new opportunities for centers to serve more youth and families all while being flexible with program operations. As a result, participation and retention numbers improved. The goal of serving 320 students for 30 or more days across all centers was met. Research has found that attending 30 days or more of programming positively impacts learning.

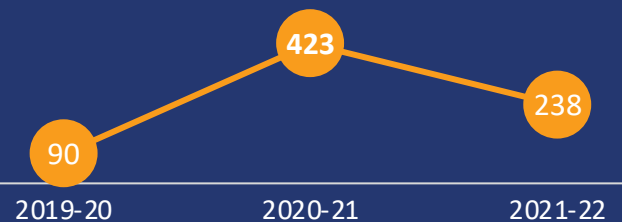
Family Members Served Grant Wide (Goal*: 120 members)

Served 238 Members

Regular Attendees Served Year 3 Attendance



Family Members Served Year 3 Attendance



SEL Program Quality Assessment 2021-2022

Scale 1-5 (Best Practice)



Safe Space



Supportive Environment



Interactive Environment



Engaging Environment

D. STATE AND LOCAL OUTCOMES

Coronavirus Impacts State and Local Testing: The state testing timeline was impacted by the pandemic and as a result the program did not use state data to measure proficiency gains in reading and math. Several of ESD 105 21st CCLC Program’s measurable outcomes include assessing “increases in academic achievement” in reading and math. These outcomes will be measured using local data. Furthermore, the grant also included measuring local academic gains in reading and math using MAP Assessments. The grant also included measuring student behaviors using the Youth Skills and Belief Survey for direct student feedback. The survey was also altered for the Spring 2022 and therefore a similar Youth Survey will be used in its place. Additionally, the grant included measuring family members participation and knowledge levels through family member surveys. Surveys were administered at the end of the year using a Google Form and paper surveys for in-person events.

We expect to measure academic outcomes that were not available this year during the following program year. We know that students of color and low-income students were disproportionately impacted by the coronavirus and their learning. The hope is program will provide participating youth with the tools necessary to be successful in the upcoming school year.

Grant Outcomes

These outcomes were measured during the 2021- 2022 program year

Student Performance Outcomes	Target	Actual
Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	93%
Regular attending students will increase their math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	36%
Regular attending students will increase Reading skills as measured by MAP Assessment	75%	75%
Regular attending students will increase Math skills as measured by MAP Assessment	75%	36%
Regular attending students will demonstrate a growth mindset	80%	98%
Regular attending students will demonstrate a growth interpersonal skills	80%	97%
Regular attending students will demonstrate a growth self-regulation skills	80%	96%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	64%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%
Site Coordinators will participate in the Advanced Planning with Data Webinar	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	100%
Parents that participate in educational classes will increase their level of learning annually	80%	88%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational/workshops annually	75%	29%

SUGGESTED IMPROVEMENTS

Data Entry/ Editing: Data entry should be a team effort between the Director, Site Coordinators, and the ESD Data Manager. A monthly data pull is recommended versus a year-end data pull. RGI also recommends that daily program participant attendance be entered into the EZ Reports Database System and monthly attendance be entered into the Washington 21st CCLC Data Portal. This will lessen the burden of all parties at the end of the year in the final data review.

Family Engagement: Families should continue to be served by programs and attendance should be tracked. The grant included measuring educational levels of family members who participate in workshops/activities as well as offering educational workshops/activities to parents of regular attending students. Following the provision of family services, it is recommended that the program survey the family members in order to obtain feedback on how services can be improved and knowledge levels of participants. It is also recommended to collect a greater number of surveys.

Staff Development and Program Quality: Programs are recommended to continue implementing best practices using the Social Emotional Learning Tool. Through in-person learning, program should strive to continue the cycle of improvement. Staff should attend, PQA Basics as well as continue participating in the Quality to Pathways Series, Youth work Methods, and Positive Behavioral Intervention Supports. If attending trainings is not possible, reviewing the recorded webinars as a team is recommended. Due to the long-term effects of the pandemic, staff are encouraged to participate in Trauma informed and ACES trainings to better support youth and families.

21ST CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL: COHORT 16

ESD | FACT SHEET | 2021-2022

Yakima School District

*Produced by RGI Corporation

GRANTEE PARTNERS

Educational
Service District
105

Yakima School
District

MAP



OPERATED 3 AFTER SCHOOL CENTERS IN YEAR THREE

Barge Lincoln Elementary



Summer: 4 weeks, 3:00 – 5:00 PM
After School: 3:15 – 5:15 PM

Martin Luther King Elementary



Summer: 4 weeks, 3:00 – 5:00 PM
After School: 3:15 – 5:15 PM

Washington Middle School

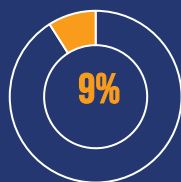


Summer: 4 weeks, 9:00 AM – 1:00 PM
After School: 2:15 – 4:15 PM

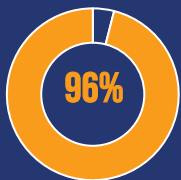
STUDENT DEMOGRAPHICS



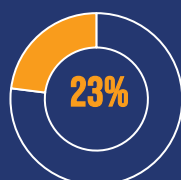
Low-income



Special Ed.



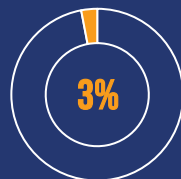
Minority



ELL



Hispanic



Homelessness

ACTIVITIES

- ELL Support
- Art & Music
- Math
- Science
- Community Service
- STEM
- Literacy
- Entrepreneurship
- Cultural Programs
- College & Career Readiness

FINDINGS

898 Youth Served

Served Youth in Grades **K-8**

47% Regular Attending Program Youth

Met **131%** of Regular Attendee Goal

III. Barge Lincoln Elementary School

A. Summary

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at Barge Lincoln Elementary School for the 2021-22 program year, from Summer 2021 to Spring 2022. The program staff, school, participants, and families know this program as Barge Lincoln and that is how the program will be addressed throughout this report.

The Barge Lincoln goal is to provide extended day academic assistance and enrichment activities for 120 youth for 30 or more days annually through the five-year grant. The program also proposed to provide education courses/literacy activities for 50 family members annually.

a. Strengths & Successes

In an end of year interview, Coordinator Margaret DeLong noted that the staff built a very strong connection with the youth during the program. As a result, youth understood expectations and boundaries in the classroom. The program did not encounter any behavior difficulties, which again is a success because all youth understand their responsibilities. DeLong also shared that youth were always eager to know the activities and this also contributed to good behavior.

“Youth need to be provided time to socialize and talk. So SEL Time was incorporated to provide youth with time to share and express themselves. All youth learned how to name their emotions and how to manage them.”

- Site Coordinator Margaret DeLong

In addition, the program found success in communicating with families. There has been a good response from family members to the expectations. The services provided to youth have also been praised by families. Another success was moving family engagement from a remote to an in-person setting. Events were attended by a much higher number of families. In her share of favorite family events, Coordinator DeLong

mentioned Loteria night. In her view, the night was successful because both families and youth were able to bond and connect.

Program design and youth leadership were also successes. DeLong shared that a 5th grader took the role of program helper and staff noticed that this student interacted more with other students. A contributing factor to this student's success was the program implementing SEL into activities and really helping youth express themselves.

b. Challenges & Barriers

As many programs experienced across Washington state and the U.S., the largest barrier to program operations was the COVID-19 global pandemic, which caused a school shutdown in Spring of 2020 and constant school schedule changes in the 2021-2022 school year. As a result of the school shutdown and not knowing when school would allow afterschool programs to resume in-person, the Barge Lincoln 21st Century Community Learning Center operated a hybrid program using online platforms for the 2021-2022 program year. This decision was made in order to follow the Yakima School District guidance as well as to continue to provide services.

It was also difficult for the coordinator to get registration forms back from students at the beginning of the school year. Most students appeared uninterested in the program and weren't interested in being remote. Hosting program remotely was another barrier. A large number of

youth were burned out and did not want to participate in more remote hours. Additionally, some youth were unable to access the internet to participate in 21st Century activities. Due to the return of hotspots by many Barge Lincoln youth, remote learning participation was low.

Another challenge was not receiving the materials and lesson plans on time. Staff could not prepare in time, set goals, or discuss what activities they would like to do during the week as a result. Program staff created their own lesson plans when lesson plans were delayed or materials were not provided by ESD. There were several occasions when staff made the lesson plans work using the materials they had on hand. DeLong shared she was impressed and happy to see the staff's creativity.

The program was also hindered by transportation issues. In the absence of transportation, many youth were unable to participate unless they found transportation or walked. The Education Service District 105, in collaboration with the Yakima School District, had funds available to provide transportation. In the Spring, the program was not able to secure bussing for the in-person sessions due to a lack of drivers.

c. Recommendations and Next Steps

Program is recommended to begin to record all individual youth activities. While it is easier to provide standard block activities for each program day, it does not provide more information about the activities offered, outside of the general theme. More context provides insight into what is offered at the program.

Daily attendance tracking is recommended, as well as transferring the data monthly into the Washington 21st Century Data Portal. It is also very important for demographics to be entered into the EZ Reports System for each participant. Entering attendance and tracking demographics during the year will help minimize end of the year data collection challenges.

RGI also recommends site staff to gain knowledge in program quality through the David P. Weikart Center. Program should continue to use best practices during in-person program using the Social and Emotional Learning Program Tool. Implementing these practices is fundamental to continue and improve the quality of program. It is also recommended for the Site Coordinator to share and discuss this report and its recommendations with their team. A more detailed recommendation and a list of resources are provided in the Appendix.

IV. Program Overview

A. Theory of Change

The Nita M. Lowey 21st CCLC programs in Washington state focus on providing academic enrichment and support, youth development activities, provide services to families of the youth and to offer high quality expanded learning opportunities, while meeting the proposed purpose and required implementation.

The grant proposed in working with the Educational Service District 105 to serve youth and family Reading, English, Math, STEM and Social Emotional Learning to be a focus of the program activities. In providing these activities the vision is to close the education and economic opportunity gap for families in the south eastside neighborhood school and route them on the road to educational success. The COVID-19 pandemic has changed the way those supports were offered during the 2021-2022 program year and will continue to impact program in the 2022-2023 year.

B. Logic Model

With the newly implemented Evaluation Guidelines, Logic Models are now required to be created annually and for each individual center. A meeting was held in April 2022 with the Site Coordinator to develop the 2022-2023 Logic Model. The 2022-23 program year Logic Model was created keeping in mind the changes program saw as necessary to accomplish, while also addressing the needs of program for the year. Following the meeting, RGI Evaluator emailed the coordinator a copy of the models created so all parties could review what was discussed, follow up on, and edits could be made. The template used for the models was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21st CCLC programs.

The goal is for this document to be revisited by the Barge Lincoln site team throughout the year to reflect on progress and plans towards goals and outcomes. While the planning team was small this year, it is recommended that the entire staff team joins in creating the next Logic Model. Full 2021-22 and 2022-23 Logic Models are available in the Appendix.

V. Process Evaluation Plan & Results

A. Process Evaluation Plan

As stated in the OSPI Local Evaluation Guidelines, “**Process Evaluation** focuses on how the program is being implemented”. This section reviews the program and staff’s efforts of implementation in terms of adherence to the grant proposal, program exposure, quality, and participant engagement.

B. Process Evaluation Results

RGI reviewed the year’s operations, population served, activities, transportation, and program quality to measure level of implementation and alignment to the grant, even with the challenges of virtual program. The following was found:

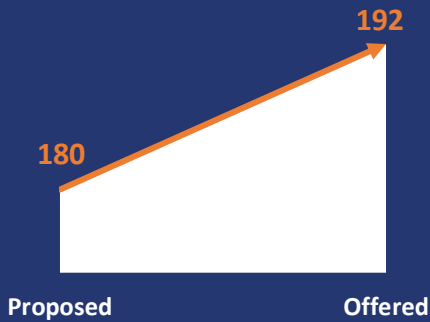
a. Operations

Summer 2021 Program: The program year began with a summer session on June 21, running for 30 days until July 30, 2021. Summer program was held virtually and operated Monday through Friday for a total of 10 hours each week. In the grant application, a four-week summer program, was proposed. This resulted in a goal of hosting 20 days of summer program, which was met.

School Year 2021-22 Program: The school year program operated virtually for 192 days Monday through Friday beginning September 13, 2021 and ending June 10, 2022. During that time, the program operated after school from 3:15 to 5:15 pm, for a total of 8 hours per week. The grant proposed to offer program five days per week for 32 weeks during the school year, totaling 160 days of program. Barge Lincoln proposed a program year that operated for a total 160 days and met the target goal. Through a hybrid program the Barge Lincoln 21st Century site met **120%** of the grant goal.

The program operations proposal for Summer and School Year combined is shown in the chart below, compared to the number of days that were offered at the site. To the right is the total days of virtual program with attendance entered into the EZ Reports Database System.

Available Program Days
Summer & School Year

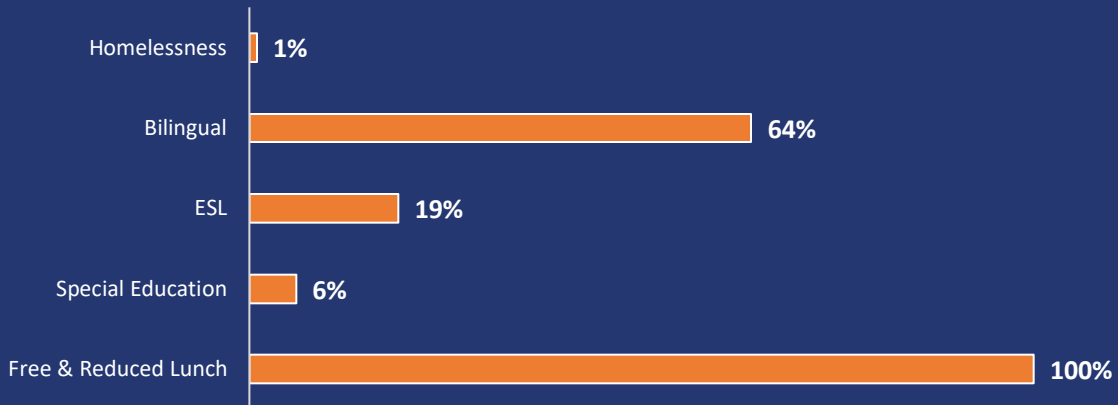


185

Actual program days
with attendance
(Hybrid Program)

b. Serving the Target Population

Population Served Demographics



Recruitment & Retention: Upon receiving a list from the school day teachers, the program coordinator ran a report to identify youth who would benefit from the program. In addition, the coordinator sent out a form via email to inform parents about the program. Students identified as potential 21st CCLC participants were also contacted to ensure they received information and would attend. Program coordinators distributed forms to students during the school year and reminded them to return them.

Besides recruiting youth, the program also focused on retaining them. Throughout the program, youth were kept engaged in an effort to maintain their involvement until the end of the year. A positive outcome of this effort is that the program reached its regular attendee goal.

c. Activities

The program provided a range of academic assistance and enrichment activities during the year. On the following page the activities offered are listed.

Summer Activities Offered:

Activity Packets

- Birds Build a nest
- Busy Bug Builds a Fort
- I Am Someone Else
- Jelly Fish and Narwall
- More-igami
- What Do You Do with a Paleta

School Year Activities Offered:

4th & 5th Grade

- Yakima After School In Person
- Don't Break the Bank Game
- Google Meet 4th Grade
- Google Meet 5th Grade
- Alma and How She got Her Name
- Disenchanted
- Dreamers
- Esperanza Rising
- Flores Family Cafe
- Gratitude Magazine
- Winter Magazine
- Odd Pig Out
- Math for Love
- Pattern Blocks
- Remote Class Materials (Jan., Feb.)
- Registration and orientation
- Social and Emotional Learning
- Traveling Artist

2nd & 3rd Grade

- Brain Awareness Day
- Superhero Who Am I
- BrickLab Jet Build
- Dinner on Domingos and BrickLab Man of Steel
- Radio Man and BrickLab Caped Crusader
- Spring Take Home Activities
- The Proudest Blue and Brain Power
- The Year We Learned to Fly and BrickLab Avengers

Kinder and 1st Grade

- Unleash Your Wildside
- Birds Build a Nest
- Dear Earth
- Habitat Spy
- Hank's Big Day
- Over and Under the Pond
- The Hungriest Mouth in the Sea
- Zonia's Rain Forest

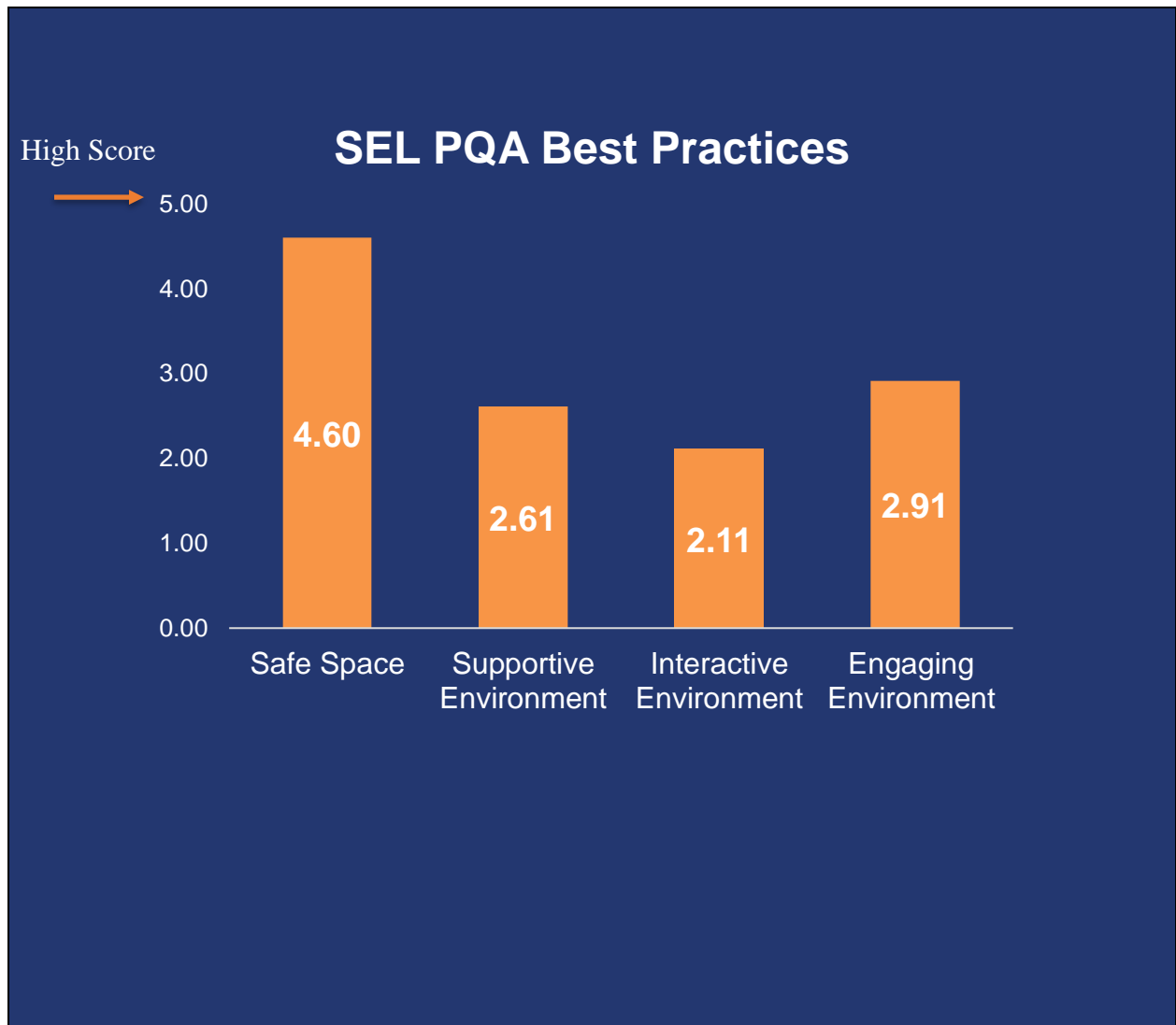
d. Transportation

The 21st Century Program was remote the first half of the year and transportation was not necessary. During the Spring funding was available for transportation however due to a bus driver shortage, program did not provide transportation.

e. Program Quality Assessment

The Youth Program Quality Assessment Tool is an evidence-based assessment developed by the High/Scope Educational Research Foundation to evaluate the effectiveness and quality of youth programs. Due to COVID-19, school closures, and the variation of 21st Century programming across the state, the Office of Superintendent of Public Instruction along with the David P. Weikart Center decided it was time to revisit program quality. The requirement for the year was for programs to engage in a modified self-assessment and external observation via in-person or virtual depending on the program operation.

Two external assessments were conducted by an RGI evaluator using the Social Emotional Learning Program Quality Assessment (SEL PQA). Staff also conducted self-assessments using the SEL PQA tool. On a 3-point scale, programs were rated as 1, 3, 5 or NR (not rated), with a score of 1 representing the lowest possible score and a 5 representing the best and highest possible score in each area. Below is a chart showing the results of the external assessment observations across the four domains:



VI. Outcome Evaluation Plan & Results

A. Outcome Evaluation Plan

As stated in the Local Evaluation Guidelines, “**Outcome Evaluation** examines changes in participant knowledge, attitudes, and behaviors in order to understand the extent to which the program is bringing about changes”. This section reviews the outcomes of youth and family participation, academic achievement, and community collaborations.

B. Outcome Evaluation Results

The goal for the number of students to be regularly served at this after-school site was 120 youth. OSPI has defined that youth “regularly served” attend program for 30 days or more. This definition is based on research concluding that youth gain more academically if they attend more than 30 days in after-school programs.

a. Attendance

Youth Participation Levels Program-wide

Total Served: **223**

Total 30+ days: **145**

Goal: **120**

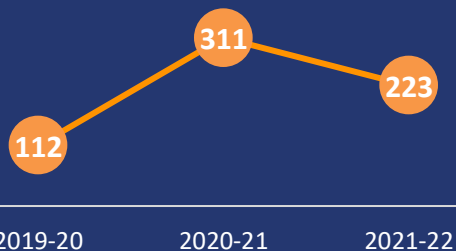
■ 1-15 days ■ 16-29 days ■ 30-59 days ■ 60 -89 days ■ 90+ days

Student %	11%	24%	40%	15%	9%
Student #	24	54	90	34	21

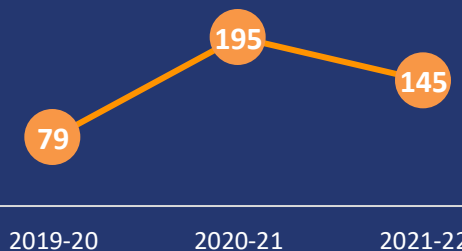
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities, the center turned to hybrid programming. As a result, the Barge Lincoln Program, participation and retention fluctuated. A larger number of students were able to access program services, which resulted in meeting the regular attendance goal. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 65% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

On the following page is a review of the total youth and regular attendees served over the last three years.

Youth Served 3 Year Attendance



Regular Attendees Served 3 Year Attendance



Family Members Served Program Wide (Goal*50)

Served 109 Family Members

The Barge Lincoln Program held 14 family engagement events in its third year. Below is a list of all the events that were offered to family members of the Barge Lincoln Program participants.

14 Family Events Offered	Event Name	Number of Sessions
	Birds Build a Nest	1
	Family Stories	1
	Gratitude Magazine	1
	Parent Resources Fair	1
	Pizza in the Park Science Fair with MAMS	1
	Recipe Card Esperanza	1
	Robot Family Night	1
	Spring Take Home Activities	1
	Spring Conference Activities	1
	Stain Glass Art and Encanto	1
	Wellness Loteria Night	1
	Winter Magazine	1
	Robot Engineering Night	1

Of the 109 family members served, 81 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities/ workshops.* From the total number of regular attendee family members, forty-four (44%) attended four or more educational events. It was not possible to achieve the objective because of the nature of hybrid programming, external factors, and the wide range of experiences that family members were dealing with during the pandemic. The graph below shows the participation of family members of regular attendees.

Regular Attending Family Members Attendance



Furthermore, program provided a total of 35 hours and 30 minutes of family engagement over the course of 12 months. Program offered an average of 2 hours and 57 minutes per month and almost met the family engagement requirement. In the request for proposal Cohort 16, 21st Century programs are required to provide 2 hours per month of family engagement hours. To comply with the request for proposal requirement, RGI recommends that program continues to offer one event per month for a duration of two hours. In addition to offering services to families, this program is recommended to continue to incorporate educational elements into some of these events to raise family members' educational levels. Collecting a higher number of surveys to assess family members' education levels is also recommended.

b. Academic Achievement

The state testing timeline was impacted by the pandemic and as a result the program did not use state data to measure proficiency gains in reading and math. Several of ESD 105 21st CCLC Program's measurable outcomes include assessing "increases in academic achievement" in reading and math. These outcomes were measured using local data during the 2021-2022 program year. Furthermore, the grant also included measuring **local** academic gains in reading and math. The district did not administer a Math assessment therefore data will not be analyzed during this reporting period. The grant also included measuring **student behaviors** using the Youth Skills and Belief Survey for direct student feedback. This survey was changed by the state evaluators during Spring 2022 and only middle school youth were asked to respond. Therefore, a similar Youth Survey will be used in its place to provide student feedback. Additionally, the grant included measuring **family member's participation** and **knowledge levels** through a family member survey.

We expect to measure academic outcomes that were not available this year during the following program year. We know that students of color and low-income students were disproportionately impacted by the coronavirus and their learning. The hope is program will provide participating youth with the tools necessary to be successful in the upcoming school year.

The achievement of these student performance outcomes and goals are illustrated on the following page. Please refer to the Grant Outcomes Table for findings.

Grant Outcomes			
These outcomes were measured during the 2021- 2022 program year			
Student Performance Outcomes	Target	Cohort Average	Barge Lincoln
Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	93%	100%
Regular attending students will increase Reading skills as measured by MAP Assessments	75%	75%	62%
Regular attending students will demonstrate a growth mindset	80%	98%	93%
Regular attending students will demonstrate interpersonal skills	80%	97%	94%
Regular attending students will demonstrate self-regulation skills	80%	96%	93%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	71%	66%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	100%
Site Coordinators will participate in the Advance Planning with Data Webinar	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each Spring	100%	100%	100%
Parents that participate in educational classes will increase their level of learning annually	80%	70%	88%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities/ workshops	75%	39%	44%

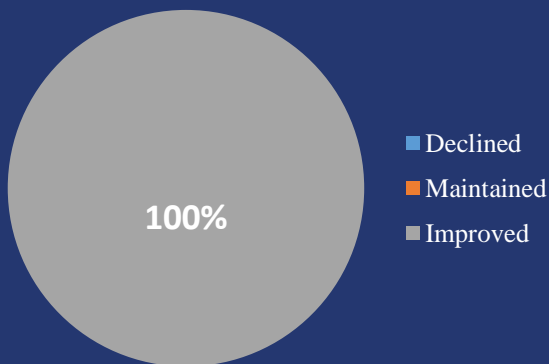
Local Academic Data:

RGI Corporation utilized data results for students who attended the program 30 days or more to demonstrate the research that attending a program for 30 days or more has more impact on youth. RGI reviewed one academic measure to assess the program’s impact on student academic achievement in reading. During this report period, math data was not available. In working with the ESD 105 team too identify appropriate measures to assess student academic gains, the program selected to use **Dibels Assessment** data.

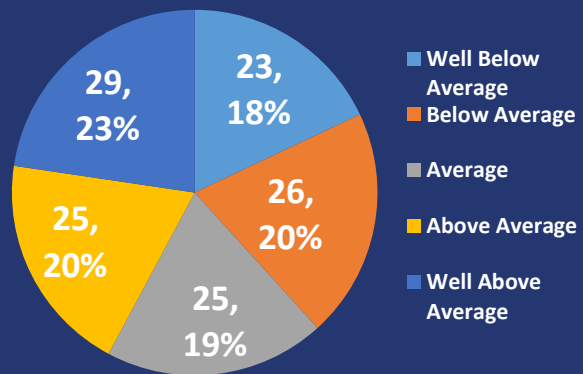
The Barge Lincoln 21st Century program submitted Dibels Assessment scores for reading using Fall 2021 and Spring 2022 data. Of the 128 composite reading scores analyzed by RGI Corporation: 128 (100%) youth improved reading scores. Of the 128 scores analyzed, 79 (62%) youth demonstrated grow within the composite level.

The following chart illustrates the academic results in reading:

128 Regular Attendees Improved Dibels Assessment Scores from Fall 2021 to Spring 2022

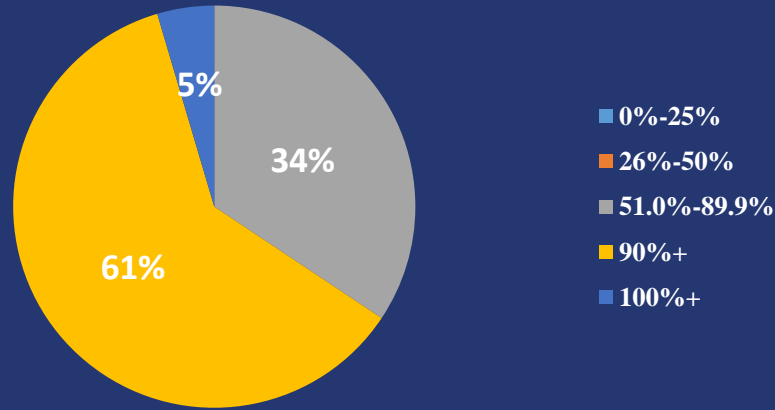


Regular Attendees Dibels Assessment Composite Scores



School-day attendance records for 131 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees, 0 had 26%-50% daily attendance rate, 45 had a daily school-day attendance rate of 51%- 89.9% and 80 students had 90% or greater attendance rate, and 6 students had a 100% daily attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

86 Regular Attendees had an attendance rate of 90% or better



c. Student Behaviors and Attitudes

RGI Youth Feedback Survey:

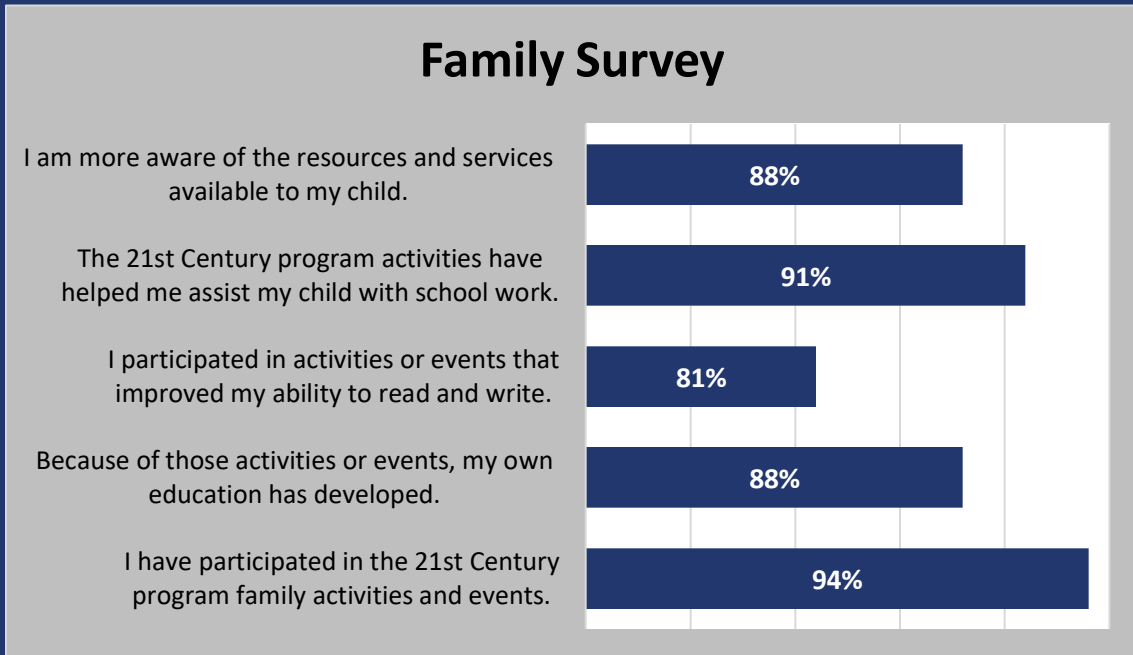
A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to “demonstrate a growth mindset, interpersonal, and self-regulation skills”. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and Belief Survey. The purpose of the youth feedback survey is to assess positive student behavior on three scales: growth mindset, interpersonal skills, and self-regulation skills. Youth responses to Very True and Most of the Time true statements were analyzed to determine the total percentage for each statement. Over the course of the program year, 128 regular attendees completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
Growth Mindset	<i>This program has helped me see that I don't give up easily.</i>	95%
Interpersonal Skills	<i>This program has helped me respect what other people think, even if I disagree.</i>	96%
Self-Regulation Skills	<i>This program has helped me learn that my feelings affect how I do at school.</i>	97%

d. Family Engagement

Family Survey:

As part of the grant, RGI devised a family survey which was administered by the program team. In this survey, the goal was to assess the level of services provided to participants' parents and other knowledge levels. A total of 32 surveys were collected. The results below demonstrate the percentage response of 'Strongly Agree' and 'Agree', indicating the respondent agreed with the survey statement.



e. Community Collaborations

Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	WSU Extension, Yakima Community Coalition, Pacific Northwest University of Health Sciences, ESD 105, City of Yakima	\$11,066.67
Donated Materials	-	-
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2021-22 year		\$11,066.67

VII. Appendix

A. Program Recommendations

Data Entry/ Editing: Director, Site Coordinator and staff should work together to define an editing schedule that aligns with federal due dates for this upcoming year. A monthly process is recommended. Additionally, RGI recommends daily program participant attendance entry into the EZ Reports Database System and monthly data entry into the Washington 21st CCLC Data Portal. This will lessen the burden of all parties at the end of the year in the final data review. It is also recommended program continue to provide specific activities into the EZ Reports Activity Calendar. This provides insight into the program for end of the year analysis.

Data Collection: RGI recommends evaluator, Site Director, and Site Coordinator schedule a Fall and Spring Academic Data collection meeting to further discuss what data will be available during the upcoming year to track program impact. Due to the coronavirus the academic data collection process was adjusted. With the variation of learning loss it is important to follow the 2022-2023 Logic Model plan and monitor the progress made from Fall 2022 to Spring 2023. The Site Coordinator is strongly encouraged to update the model as the year progresses. Furthermore, if significant changes are made to program it is recommended the site team discuss how data will be measured and tracked at the site level.

Family Engagement: It is strongly recommended for program to continue serving family members and tracking their attendance within the regular activities in the EZ Reports System. The grant included measuring educational levels of family members who participate in classes/events as well as offering 4 educational workshops/activities to parents of regular attending students. Using surveys as a data collection method will help staff assess efforts made, successes achieved and continuing supports. Program is also recommended to offer 2 monthly family engagement hours as required by the request for proposal.

Partnerships: The Barge Lincoln 21st CCLC Program partnered with many community partners during their third year of program. It is recommended the Site Coordinator, continue to track monthly community collaborations. This ensures program is able to refer back to a list of community partners should they need additional support.

Professional Development and Program Quality: The Program is recommended to continue implementing best practices using the Social Emotional Learning Tool. Through in-person learning, program should strive to continue the cycle of improvement. Program staff should attend, PQA Basics as well as continue participating in the Quality to Pathways Series, Youth work Methods, and Positive Behavioral Intervention Supports. As a result of the long-term effects of the pandemic, staff are encouraged to participate in Trauma informed and ACES trainings to support both youth and families.

It is recommended for the Site Coordinator to share and discuss this report and its recommendations with their team.

B. Resources

Based on evaluation findings and the discussion in this report, the following resources are recommended for program staff to review and utilize.

Academic Enrichment: Resources to continue to provide further support to children's ability as they practice academic skills and enrichment activities for staff to facilitate during program.

- [SEDL Archive](#)
 - [Education.com](#)
 - [Team Nutrition Cooks](#)
 - [Playworks Play at Home](#)
 - [Bay Area Discovery Museum](#)
 - [North Carolina Center for Afterschool Programs STEM Lesson](#)
-

COVID-19 Resources: Resources to support youth and families during the pandemic.

- [COVID-19 Information for ELL and Multilingual Families](#)
 - [The Forum for Youth Investment](#)
 - [School's Out Washington](#)
 - [Helping Children Cope with Changes Resulting from COVID-19 American Rescue Plan: Wallace Foundation](#)
-

Family Programming: Resources for staff to continue to serve families and provide more educational opportunities.

- [A Guide for Engaging ELL Families](#)
 - [MyPlate, MyWins for Families](#)
 - [Toolkit of Resources for Engaging Families and the Community as Partners](#)
 - [Migrant Education Workshops and Webinars](#)
-

Professional Development: Resources and upcoming conferences and trainings for staff to learn, get new ideas, practice, and network with others in the field.

- [You for Youth](#)
 - [Afterschool Matters](#)
 - [The Wallace Foundation 2022 Bridge Conference](#)
-

Social Emotional Learning: Websites, webinars and documents for staff to review to inform their practices to support the social emotional needs of program youth.

- [SEL Thrive](#)
 - [Turnaround for Children](#)
 - [Weikart Center for Youth Program Quality Webinars](#)
 - [Advancing in SEL Problem Solving in SEL Efforts](#)
-

C. Center-based Logic Model

2021-2022 Logic Model- Barge Lincoln Elementary School					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>Staff has noticed that program is not aligned with the dual language learners who are in Kindergarten. Program will strive to better support participating youth who are learning in Spanish to help them be successful in both school and program. If 21st CCLC activities align with dual language learners then program would be in line with this notion, research indicates that afterschool programs increase youth engagement in learning and improve academics.</p>	<p>Provide youth material in both English and Spanish</p> <p>Provide programming that is in Spanish for both youth and families</p> <p>Increase parent/ family's confidence to voice their needs</p>	<p>Chicago Helix Packets- translated in Spanish</p> <p>21st CCLC Program Staff</p> <p>21st CCLC Site Coordinator</p> <p>ESD Program Director</p> <p>Partners- Pacific North West University, ESD 105, Central Washington University Teacher Volunteer</p> <p>School Principal</p> <p>Barge Lincoln School Day Teachers</p> <p>Funding</p>	<p>Program will offer Family Nights in Spanish for all participating youth and families: Ex.- Movie nights and different workshops/activities</p> <p>Kindergarten and first graders will participate in reading/math sessions. Youth will be placed in breakout rooms depending on the language they are learning to align with the school day dual language framework.</p> <p>Staff will offer program material in both English and Spanish for youth. Ex: Journals, workbooks, magazine</p> <p>Program will survey families monthly during family engagement nights.</p>	<p>Targeted youth and families who attend will be more involved with their youth and understand the material.</p> <p>Participating youth will learn to read and understand content and increase reading/math scores.</p> <p>All youth who receive translated material will increase program engagement and participation.</p> <p>Families who answer the survey will feel more confident in expressing their concerns, needs, and interests.</p>	<p>All youth/ families receive program material in both English and Spanish.</p> <p>Program offers a dual learning class for Kinder and First graders.</p> <p>70% of youth who are dual language learners are able to understand assignments and complete them.</p> <p>70% of parents and or families will voice their concerns when they have them.</p> <p>Increased parent/ family involvement with program and youth.</p>

2022-2023 Logic Model- Barge Lincoln

Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>Youth development and high-risk behavior can be positively influenced by community and family involvement in afterschool programs. A decline in youth and family involvement has been observed in the Barge Lincoln Program over the past year. By developing effective collaborative partnerships, the program will increase family involvement, better utilize overcrowded resources, and improve coordination of existing services. With improved partnerships, the Barge Lincoln program will be able to offer more family-oriented activities, adult education, and meet the needs of youth and families.</p>	<p>Increase parent involvement</p> <p>Develop community partnerships to provide a variety of family engagement offerings</p> <p>Increase 4th and 5th grade program participation</p> <p>Implement volunteer reading program to increase one on one reading time with youth.</p> <p>Increase Youth Voice and Choice</p>	<p>Family Engagement Funding</p> <p>21st Century Funding</p> <p>21st Century Staff</p> <p>ESD 105 Team</p> <p>ESD Data Manager- Yvonne Avalos</p> <p>Barge Lincoln School Building Staff</p> <p>ESD Development Curriculum- PCS Edventures</p> <p>Community Partnerships- People for People</p> <p>Perry Tech</p> <p>RSVP</p> <p>Community Churches</p> <p>El Mirador 2</p> <p>El Porton</p> <p>Local Fruit Warehouses</p> <p>Pacific Northwest University</p> <p>Central Washington University</p> <p>YVCC</p> <p>WGU</p>	<p>Program will offer monthly 2 hours of family engagement activities. (Loteria Night, Dr. Seus Night, Resource Fair, Drama Night, Diversity Night)</p> <p>Program will provide a reading corner during each family engagement activity. Family members will have a passport which will be signed off by a 21st Century Staff or Volunteer members. After passports are signed families will have an opportunity to win an incentive during a raffle.</p> <p>Program staff will administer a family survey at the end of every family engagement event.</p> <p>Program Coordinator and staff will reach out to community organizations to gather donations such as catering, materials, programming activities, volunteers</p> <p>Youth will participate and lead the planning and designing of STEAM Fridays at the beginning of each cohort.</p>	<p>Family members who participate in engagement activities will gain confidence to advocate for their student. Family members will also bond with their youth and learn about a variety of topics to better support their youth.</p> <p>Family members and youth who participate in the reading corner have access to books and learn the importance of reading together.</p> <p>Family members who participate in engagement activities voice their interest, concerns, and ask questions.</p> <p>Barge Lincoln 21st Century will establish program presence in the community. Community members will also have an opportunity to learn about the program, youth, and families in the area.</p> <p>Target youth will have a buy in for 21st Century and ownership of the program. Youth will also increase program attendance as a result of learning through fun innovative activities.</p>	<p>30 parents /adults will participate in each monthly family engagement activity.</p> <p>Families will be actively participating in monthly engagement activities; Family members ask questions, interact with program staff, and provide feedback.</p> <p>Family members will submit a feedback survey.</p> <p>Program will establish 5 new community partnerships.</p> <p>Youth will participate in designing STEAM Friday.</p> <p>Program will serve 40 students in grades 4th and 5th grade.</p> <p>Program will partner with a community agency to offer a volunteer program within 21st Century and have 10 volunteers.</p>

III. Martin Luther King Jr. Elementary School

A. Summary

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at Martin Luther King Jr. Elementary School for the 2021-22 program year, from Summer 2021 to Spring 2022. The program staff, school, participants, and families know this program as Martin Luther King and that is how the program will be addressed throughout this report.

The Martin Luther King goal is to provide extended day academic assistance and enrichment activities for 80 youth for 30 or more days annually through the five-year grant. The program also proposed to provide education courses/literacy activities for 20 family members annually.

a. Strengths & Successes

During an end-of-year interview, Alexandra Writer mentioned that one strength of her program staff was their ability to work collaboratively. There is good communication between all program staff members and support when needed. As an additional benefit, 21st Century staff were able to establish an open line of communication within the MLK school staff as well. Writer noted this was a key component for recruitment. Additionally, she said that program staff were able to support youth who had behavioral issues by facilitating open communication with MLK staff. Using a team approach, staff were able to devise a plan that met the youth's needs.

Another success of the program was the implementation of Social Emotional Learning. It was crucial for staff to create a safe space where youth could learn and understand emotions. As part of the lesson plans, SEL time was included to assist youth in learning coping strategies. Students also identified what zone they were in during SEL time. Coordinator Writer, noted that this helped youth reflect on their feelings and also supported them to identify what they needed to do to be in the green zone if they were not in the zone to begin with.

b. Challenges & Barriers

As many programs experienced across Washington state and the U.S., the largest barrier to program operations was the COVID-19 global pandemic, which caused a school shutdown in Spring of 2020 and constant school schedule changes in the 2021-2022 school year. As a result of the school shutdown and not knowing when school would allow afterschool programs to resume in-person, the Martin Luther King 21st Century Community Learning Center operated a hybrid program using online platforms for the 2021-2022 program year. This decision was made in order to follow the Yakima School District guidance as well as to continue to provide services.

According to coordinator Alexandra Writer, hosting remote sessions was challenging for a number of reasons. She shared some activities were hands-on and required staff to check-in with youth one on one. This made participation difficult. Writer also added that sometimes students could not figure out a step during activities and they demonstrated frustration. Consequently, staff felt guilty they were unable to provide the level of support youth needed.

Another challenge was remote SEL time. Some youth would choose to leave cameras off and not respond during the activities. This caused a trickling effect that led to engagement levels being down during SEL time. Whereas in-person program, youth felt more comfortable to speak and share about their emotions.

Lastly, Coordinator Writer shared that there were no set times for youth to pick up materials for remote learning. There were a number of youth who were left without materials due to this barrier. When it was program time, youth would join the program, but lacked the materials to engage in the activity. The staff encouraged youth who did not have materials to follow along. However, participants expressed disappointment that they were unable to participate in the activity with the group. Even though the program experienced these challenges, when the program moved from a remote setting to an in-person setting, all barriers were resolved.

c. Recommendations and Next Steps

Program is recommended to begin to record all individual youth activities. While it is easier to provide standard block activities for each program day, it does not provide more information about the activities offered, outside of the general theme. More context provides insight into what is offered at the program.

Daily attendance tracking is recommended, as well as transferring the data monthly into the Washington 21st Century Data Portal. It is also very important for demographics to be entered into the EZ Reports System for each participant. Entering attendance and tracking demographics during the year will help minimize end of the year data collection challenges.

RGI also recommends site staff to gain knowledge in program quality through the David P. Weikart Center. Program should continue to use best practices during in-person program using the Social and Emotional Learning Program Tool. Implementing these practices is fundamental to continue and improve the quality of program. It is also recommended for the Site Coordinator to share and discuss this report and its recommendations with their team. A more detailed recommendation and a list of resources are provided in the Appendix.

IV. Program Overview

A. Theory of Change

The Nita M. Lowey 21st CCLC programs in Washington state focus on providing academic enrichment and support, youth development activities, provide services to families of the youth and to offer high quality expanded learning opportunities, while meeting the proposed purpose and required implementation.

The grant proposed in working with the Educational Service District 105 to serve youth and family Reading, English, Math, STEM and Social Emotional Learning to be a focus of the program activities. In providing these activities the vision is to close the education and economic opportunity gap for families in the south eastside neighborhood school and route them on the road to educational success. The COVID-19 pandemic has changed the way those supports were offered during the 2021-2022 program year and will continue to impact program in the 2022-2023 year.

B. Logic Model

With the newly implemented Evaluation Guidelines, Logic Models are now required to be created annually and for each individual center. A meeting was held in April 2022 with the Site Coordinator to develop the 2022-2023 Logic Model. The 2022-23 program year Logic Model was created keeping in mind the changes program saw as necessary to accomplish, while also addressing the needs of program for the year. Following the meeting, RGI Evaluator emailed the coordinator a copy of the models created so all parties could review what was discussed, follow up on, and edits could be made. The template used for the models was provided by the

American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21st CCLC programs.

The goal is for this document to be revisited by the Martin Luther King site team throughout the year to reflect on progress and plans towards goals and outcomes. While the planning team was small this year, it is recommended that the entire staff team joins in creating the next Logic Model. Full 2021-22 and 2022-23 Logic Models are available in the Appendix.

V. Process Evaluation Plan & Results

A. Process Evaluation Plan

As stated in the OSPI Local Evaluation Guidelines, “**Process Evaluation** focuses on how the program is being implemented”. This section reviews the program and staff’s efforts of implementation in terms of adherence to the grant proposal, program exposure, quality, and participant engagement.

B. Process Evaluation Results

RGI reviewed the year’s operations, population served, activities, transportation, and program quality to measure level of implementation and alignment to the grant, even with the challenges of the virtual program. The following was found:

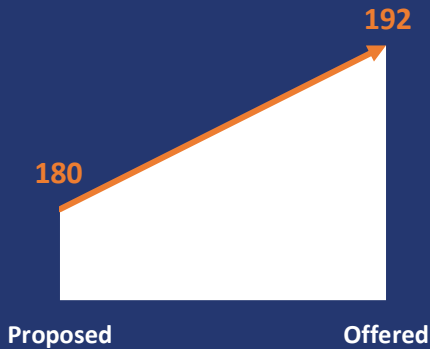
a. Operations

Summer 2021 Program: The program year began with a summer session on June 21, running for 30 days until July 17, 2020. Summer program was held virtually and operated Monday through Friday for a total of 10 hours each week. In the grant application, a four-week summer program, was proposed. This resulted in a goal of hosting 20 days of summer program, which was met.

School Year 2021-22 Program: The school year program operated a hybrid program for 162 days Tuesday through Friday beginning September 13, 2021 and ending June 10, 2022. During that time, the program operated after school from 3:15 to 5:15 pm, for a total of 8 hours per week. The grant proposed to offer program five days per week for 32 weeks during the school year, totaling 160 days of program. Martin Luther King proposed a program year that operated for a total 160 days and met the target goal. Through hybrid programming the Martin Luther King 21st Century site met **101%** of the grant goal.

The program operations proposal for Summer and School Year combined is shown in the chart below, compared to the number of days that were offered at the site. To the right is the total days of hybrid program with attendance entered into the EZ Reports Database System.

Available Program Days Summer & School Year



189

Actual program days
with attendance
(Hybrid Program)

b. Serving the Target Population

Population Served Demographics



Recruitment & Retention: Summer recruitment began by contacting youth who had participated previously in the school year program. Coordinator Writer also noted that the former coordinator also reached out to building teachers for recommendations on youth who would benefit from the program. These were the methods used to recruit youth for the summer.

For the school year program, staff focused on tier 2 students and based on this focus Coordinator Writer spoke to teachers for student referrals. Writer also spoke to classrooms about the program and handed out flyers.

In addition to recruiting, the program focused on retention. Throughout the year, the program checked-in with youth who would miss program days. This encouraged youth would commit to attending program every day.

c. Activities

The program provided a range of academic assistance and enrichment activities during the year.

Summer Activities Offered:

Activity Packets

- Birds Build a nest
- Busy Bug Builds a Fort
- Fort Builders
- I Am Someone Else
- Jelly Fish and Narwall
- Max Meow
- More-igami
- What Do You Do with a Paleta

School Year Activities Offered:

4th & 5th Grade

- Yakima After School In Person
- Don't Break the Bank Game
- Google Meet 4th Grade
- Google Meet 5th Grade
- Alma and How She got Her Name
- Disenchanted
- Dreamers
- Esperanza Rising
- Flores Family Cafe
- Gratitude Magazine
- Winter Magazine
- Odd Pig Out
- Pattern Blocks
- Remote Class Materials (Jan., Feb.)
- Registration and orientation
- Social and Emotional Learning

2nd & 3rd Grade

- Brain Awareness Day
- BrickLab Jet Build
- Dinner on Domingos and BrickLab Man of Steel
- Radio Man and BrickLab Caped Crusader
- Spring Take Home Activities
- The Proudest Blue and Brain Power
- The Year We Learned to Fly and BrickLab Avengers

Kinder and 1st Grade

- Unleash Your Wildside
- Birds Build a Nest
- Dear Earth
- Habitat Spy
- Hank's Big Day
- Over and Under the Pond
- The Hungriest Mouth in the Sea
- Zonia's Rain Forest

d. Transportation

The 21st Century Program was remote the first half of the year and transportation was not necessary. During the Spring funding was available for transportation however due to a bus driver shortage, program did not provide transportation.

e. Program Quality Assessment

The Youth Program Quality Assessment Tool is an evidence-based assessment developed by the High/Scope Educational Research Foundation to evaluate the effectiveness and quality of youth programs. Due to COVID-19, school closures, and the variation of 21st Century programming across the state, the Office of Superintendent of Public Instruction along with the David P. Weikart Center decided it was time to revisit program quality. The requirement for the year was for programs to engage in a modified self-assessment and external observation via in-person or virtual depending on the program operation.

Two external assessments were conducted by an RGI evaluator using the Social Emotional Learning Program Quality Assessment (SEL PQA). Staff also conducted self-assessments using the SEL PQA tool. On a 3-point scale, programs were rated as 1, 3, 5 or NR (not rated), with a score of 1 representing the lowest possible score and a 5 representing the best and highest possible score in each area. Below is a chart showing the results of the external assessment observations across the four domains:



VI. Outcome Evaluation Plan & Results

A. Outcome Evaluation Plan

As stated in the Local Evaluation Guidelines, “**Outcome Evaluation** examines changes in participant knowledge, attitudes, and behaviors in order to understand the extent to which the program is bringing about changes”. This section reviews the outcomes of youth and family participation, academic achievement, and community collaborations.

B. Outcome Evaluation Results

The goal for the number of students to be regularly served at this after-school site was 80 youth. OSPI has defined that youth “regularly served” attend program for 30 days or more. This definition is based on research concluding that youth gain more academically if they attend more than 30 days in after-school programs.

a. Attendance

Youth Participation Levels Program-wide

Total Served: 142

Total 30+ days: 108

Goal: 80

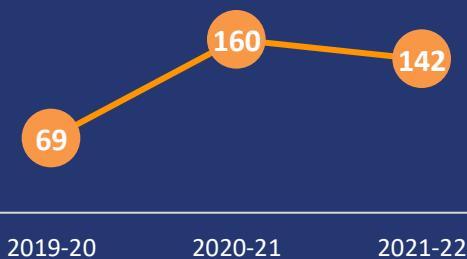
■ 1-15 days ■ 16-29 days ■ 30-59 days ■ 60 -89 days ■ 90+ days

Student %	3%	21%	57%	13%	6%
Student #	4	30	81	19	8

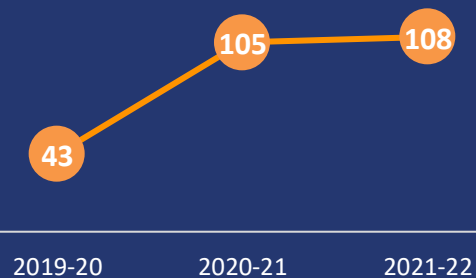
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities, the center turned to hybrid programming. As a result of, the Martin Luther King Program, participation and retention increased. A higher number of students were able to access program services, which resulted in program reaching the regular attendance goal. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 76% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

On the following page is a review of the total youth and regular attendees served over the last three years.

Youth Served 3 Year Attendance



Regular Attendees Served 3 Year Attendance



Family Members Served Program Grant Wide (Goal*20)

Served 79 Family Members

The Martin Luther King Program held 11 family engagement events in its third year. These events ranged from art, robotics, to telling stories. Program also provided take home activities when youth were remote and encouraged families to engage in the activities with their youth. Below is a list of all the events that were offered to family members of the Martin Luther King Program participants.

	Event Name	Number of Sessions
11 Family Events Offered	Birds Build a Nest	1
	Family Stories	1
	Gratitude Magazine	1
	Pizza in the Park Science Fair with MAMS	1
	Recipe Card Esperanza	1
	Robot Engineering Night	1
	Spring Take Home Activities	1
	Stain Glass Art and Encanto	1
	Wellness Loteria Night	1
	Winter Magazine	1

Of the 79 family members served, 56 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities/ workshops.* From the total number of regular attendee family members, thirty-seven (13%) attended four or more educational events. It was not possible to achieve the objective because of the nature of hybrid programming, external factors, and the wide range of experiences that family members were dealing with during the pandemic. The graph on the following page shows the participation of family members of regular attendees.

Family Members of Regular Attendees Event Attendance



Furthermore, program provided a total of 33 hours and 45 minutes of family engagement over the course of 12 months. On average program offered 2 hours and 48 minutes of family engagement each month meeting the requirement. In the request for proposal Cohort 16, 21st Century programs are required to provide 2 hours per month of family engagement hours. To comply with the request for proposal requirement, RGI recommends that program continues to offer one event per month for a duration of two hours. In addition to offering services to families, this program is recommended to continue to incorporate educational elements into some of these events to raise family members' educational levels. Administering a survey to assess family members' education levels is also recommended.

b. Academic Achievement

The state testing timeline was impacted by the pandemic and as a result the program did not use state data to measure proficiency gains in reading and math. Several of ESD 105 21st CCLC Program's measurable outcomes include assessing "increases in academic achievement" in reading and math. These outcomes were measured using local data during the 2021-2022 program year. Furthermore, the grant also included measuring local academic gains in reading and math. The district did not administer a Math assessment therefore data will not be analyzed during this reporting period. The grant also included measuring student behaviors using the Youth Skills and Belief Survey for direct student feedback. This survey was changed by the state evaluators during Spring 2022 and only middle school youth were asked to respond. Therefore, a similar Youth Survey will be used in its place to provide student feedback. Additionally, the grant included measuring family member's participation and knowledge levels through a family member survey.

We expect to measure academic outcomes that were not available this year during the following program year. We know that students of color and low-income students were disproportionately impacted by the coronavirus and their learning. The hope is program will provide participating youth with the tools necessary to be successful in the upcoming school year.

Martin Luther King Jr. Elementary

The achievement of these student performance outcomes and goals are illustrated below. Please refer to Grant Outcomes Table for findings.

Grant Outcomes			
These outcomes were measured during the 2021- 2022 program year			
Student Performance Outcomes	Target	Cohort Average	Martin Luther King
Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	93%	100%
Regular attending students will increase Reading skills as measured by MAP Assessments	75%	75%	100%
Regular attending students will demonstrate a growth mindset	80%	98%	75%
Regular attending students will demonstrate interpersonal skills	80%	97%	77%
Regular attending students will demonstrate self-regulation skills	80%	96%	75%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	71%	65%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	100%
Site Coordinators will participate in the Advance Planning with Data Webinar	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each Spring	100%	100%	100%
Parents that participate in educational classes will increase their level of learning annually	80%	70%	No Data
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities/ workshops	75%	39%	13%

Local Academic Data:

RGI Corporation utilized data results for students who attended the program 30 days or more to demonstrate the research that attending a program for 30 days or more has more impact on youth. RGI reviewed academic measure to assess the program’s impact on student academic achievement in reading. During this report period, math data was not available. In working with the ESD 105 Team to identify appropriate measures to assess student academic gains, the program selected to use **Dibels Assessment** data.

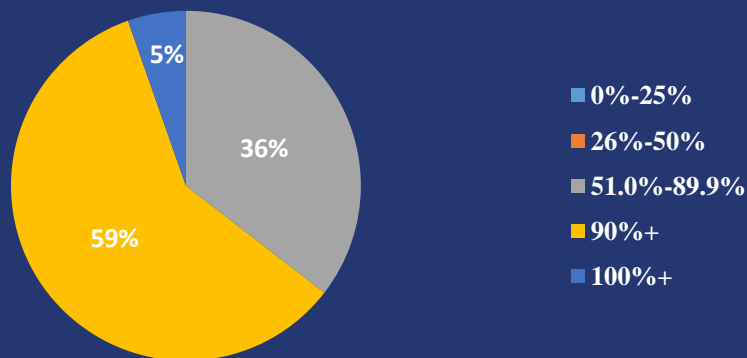
The Martin Luther King 21st Century program submitted Dibels Assessment scores for reading using Fall 2021 and Spring 2022 scores. Of the 96 Dibels Assessment reading scores analyzed by RGI Corporation; ninety-six (100%) youth met proficiency in reading. The below illustrates the academic results in reading for the assessment:

All Regular Attendees improved Dibbels Reading Scores from Fall 2021 to Spring 2022



School-day attendance records for 93 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees, 33 had a daily school-day attendance rate of 51%- 89.9%, 55 students had 90% or greater attendance rate and 5 students had 100% attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

60 Regular Attendees had a 90% or better School Day attendance rate



c. Student Behaviors and Attitudes

RGI Youth Feedback Survey:

A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to “*demonstrate a growth mindset, interpersonal, and self-regulation skills*”. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and Belief Survey. The purpose of the youth feedback survey is to assess positive student behavior on three scales: growth mindset, interpersonal skills, and self-regulation skills. Youth responses to Very True and Most of the Time true statements were analyzed to determine the total percentage for each statement. Over the course of the program year, 32 regular attendees completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
Growth Mindset	<i>This program has helped me try things even if I might fail.</i>	84%
Interpersonal Skills	<i>I feel bad when someone gets their feelings hurt.</i>	84%
Self-Regulation Skills	<i>This program has helped me learn how to be patient with others</i>	81%

d. Family Engagement

Family Survey:

As part of the grant, RGI developed a family survey. The purpose of the family survey is to assess the level of services provided to participants' parents and other family members. The survey also assess the adult participants knowledge levels as a result of the services and or activities they are participating in through 21st Century. During this reporting period, no family member data surveys were submitted. Therefore, no data is available to review for the program year.

During the 2022-2023 program year, the Martin Luther King Program is recommended to develop a plan and administer a family survey. Administering the family survey can be scheduled at the end of the year or at the end of each family engagement event. Surveys can be administer using an online platform or through a paper survey. Program is also recommended to keep track of the family members who have been surveyed to avoid receiving multiple responses from the same adult participant.

Martin Luther King Jr. Elementary

e. Community Collaborations		
Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	WSU Extension, Yakima Community Coalition, Pacific Northwest University of Health Sciences, City of Yakima, ESD 105	\$11,066.67
Donated Materials	-	-
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2021-22 year	\$11,066.67	

VII. Appendix

A. Program Recommendations

Data Entry/ Editing: Director, Site Coordinator and staff should work together to define an editing schedule that aligns with federal due dates for this upcoming year. A monthly process is recommended. Additionally, RGI recommends daily program participant attendance entry into the EZ Reports Database System and monthly data entry into the Washington 21st CCLC Data Portal. This will lessen the burden of all parties at the end of the year in the final data review. It is also recommended program continue to provide specific activities into the EZ Reports Activity Calendar. This provides insight into the program for end of the year analysis.

Data Collection: RGI recommends evaluator, Site Director, and Site Coordinator schedule a Fall and Spring Academic Data collection meeting to further discuss what data will be available during the upcoming year to track program impact. Due to the coronavirus the academic data collection process was adjusted. With the variation of learning loss it is important to follow the 2022-2023 Logic Model plan and monitor the progress made from Fall 2022 to Spring 2023. The Site Coordinator is strongly encouraged to update the model as the year progresses. Furthermore, if significant changes are made to program it is recommended the site team discuss how data will be measured and tracked at the site level.

Family Engagement: It is strongly recommended for program to continue serving family members and tracking their attendance within the regular activities in the EZ Reports System. The grant included measuring educational levels of family members who participate in classes/events as well as offering 4 educational workshops/activities to parents of regular attending students. Using surveys as a data collection method will help staff assess efforts made, successes achieved and continuing supports. Program is also recommended to offer 2 monthly family engagement hours as required by the request for proposal.

Partnerships: The Martin Luther King 21st CCLC Program partnered with many community partners during their third year of program. It is recommended the Site Coordinator, track monthly community collaborations. This ensures program is able to refer back to a list of community partners should they need additional support.

Professional Development and Program Quality: The Program is recommended to continue implementing best practices using the Social Emotional Learning Tool. Through in-person learning, program should strive to continue the cycle of improvement. Program staff should attend, PQA Basics as well as continue participating in the Quality to Pathways Series, Youth work Methods, and Positive Behavioral Intervention Supports. As a result of the long-term effects of the pandemic, staff are encouraged to participate in Trauma informed and ACES trainings to support both youth and families.

It is recommended for the Site Coordinator to share and discuss this report and its recommendations with their team.

B. Resources

Based on evaluation findings and the discussion in this report, the following resources are recommended for program staff to review and utilize.

Academic Enrichment: Resources to continue to provide further support to children's ability as they practice academic skills and enrichment activities for staff to facilitate during program.

- [SEDL Archive](#)
- [Education.com](#)
- [Team Nutrition Cooks](#)
- [Playworks Play at Home](#)
- [Bay Area Discovery Museum](#)
- [North Carolina Center for Afterschool Programs STEM Lesson](#)

COVID-19 Resources: Resources to support youth and families during the pandemic.

- [COVID-19 Information for ELL and Multilingual Families](#)
- [The Forum for Youth Investment](#)
- [School's Out Washington](#)
- [Helping Children Cope with Changes Resulting from COVID-19 American Rescue Plan: Wallace Foundation](#)

Family Programming: Resources for staff to continue to serve families and provide more educational opportunities.

- [A Guide for Engaging ELL Families](#)
- [MyPlate, MyWins for Families](#)
- [Toolkit of Resources for Engaging Families and the Community as Partners](#)
- [Migrant Education Workshops and Webinars](#)

Professional Development: Resources and upcoming conferences and trainings for staff to learn, get new ideas, practice, and network with others in the field.

- [You for Youth](#)
- [Afterschool Matters](#)
- [The Wallace Foundation 2022 Bridge Conference](#)

Social Emotional Learning: Websites, webinars and documents for staff to review to inform their practices to support the social emotional needs of program youth.

- [SEL Thrive](#)
 - [Turnaround for Children](#)
 - [Weikart Center for Youth Program Quality Webinars](#)
 - [Advancing in SEL Problem Solving in SEL Efforts](#)
-

C. Center-based Logic Model

2021-2022 Logic Model- Martin Luther King Junior Elementary School					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>As a result of Covid the 21st CCLC Program is observing youth endure a variety of barriers that impact their education. Youth are struggling to connect remotely, struggling academically based on grade standards, and juggling multiple environments which lead to youth's capacity to learn remotely being impacted. Additionally, families are juggling changing learning environments for their youth. Program will develop fostering collaborative partnerships with the families and school to increase parental involvement.</p>	<p>Program staff provide intentional time to connect with youth</p> <p>Staff check-in with families to provide support and provide opportunities for to connect to the program</p> <p>Program staff set a consistent schedule for youth to maximize times to connect with youth</p>	<p>Funding</p> <p>21st CCLC Program Staff</p> <p>School Counselor- Mrs. Garza</p> <p>School Administration</p> <p>Site Coordinator- Sharon Williams who has a Minor in Social Services</p> <p>Partnerships- ESD 105, Medical School</p> <p>Supplies/Material- Monthly Themed Activity Boxes provided in partnership with Chicago Helix</p>	<p>Math 4 Love</p> <p>Create Monthly Crate Magazines & Journal</p> <p>Read Works- Reading & Writing</p> <p>Newsela- Non-fiction Reading & Writing</p> <p>Monthly Science Activities in the Create Crate Magazine</p> <p>Youth Reflection & Sharing opportunities</p> <p>Information from CASTEL</p> <p>Google Classroom</p> <p>In-Person Learning</p> <p>Community Outreach</p> <p>Family Education</p>	<p>All participating youth K-5 are engaging academically and emotionally.</p> <p>All participating youth have increased awareness of reading, writing, science, and math.</p> <p>Program has aligned academic activities within the core content areas of reading, writing, science, and math.</p> <p>Participating youth k-5 are meeting 30- day attendance goal and becoming regular program attendees.</p> <p>All youth have brought an adult to a family engagement activity within the year.</p>	<p>Youth feel comfortable with change.</p> <p>Youth can name their feelings and emotions.</p> <p>Youth can name their skill sets that they are good at.</p> <p>Youth have increased self-awareness and self-confidence.</p> <p>Family members are attending family activities when events resume in-person.</p> <p>Family members feel comfortable requesting support and or activities they are interested in.</p>

2022-2023 Logic Model- Martin Luther King Elementary School

Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>The Martin Luther King 21st Century program observed that many youth and families need consistency due to remote learning. For the past two years, youth have had to juggle multiple schedules and learning changes. The program will provide a relaxed atmosphere both formal and informal where youth can connect with their peers. The program will focus on offering youth a fun, hands-on learning environment while also fostering family engagement and family connection.</p>	<p>Increase partnerships to offer a variety of programming</p> <p>Coordinator along with program staff will plan family engagement offerings</p> <p>Provide more family engagement opportunities</p> <p>Increase Parent/Family involvement</p> <p>Increase youth registration and participant numbers</p>	<p>ESD Program Data Manager Yvonne Avalos</p> <p>ESD Staff Team</p> <p>MLK Principal Maria Lucero</p> <p>MLK Counselor Blanca Garza</p> <p>MLK 21st Century Staff</p> <p>MLK Program Coordinator Maria Roque</p> <p>Funding 21st Century ESSER II Grant Community Donations Transportation</p> <p>Partnerships Pacific Northwest University Health Sciences Yakima Arboretum Capital Theater WSU 4H Parks and Recreation Davis High School Volunteers</p> <p>Supplies- Material related to programming</p>	<p>Program Coordinator will reach out to local community organizations to establish programming partnerships.</p> <p>Program staff will meet monthly to brainstorm and develop a Fall, Spring, and end of year Family Night.</p> <p>Program will offer 2 hours of monthly family engagement events. Through the family events/ activities a variety of fun and learning events will be held; Loteria Night, Movie Night, STEM Night, Family Art Night, Homework Prep Class etc.</p> <p>Program staff will participate in the MLK Open House Night.</p> <p>Program will have participants work in small group activities daily for 10-15 minutes.</p> <p>MLK will also implement a helper’s program for 4th and 5th grade youth to be mentors and leaders.</p>	<p>Program will partner 3 different times to receive programming support. Program staff will network and be referred to other organizations for more community support.</p> <p>MLK Program staff will enhance their team building skills, communication, and feel confident to develop their own family nights.</p> <p>Targeted families will participate in the events and feel a sense of connectedness to the MLK 21st Century program. Participating families experience a positive parent-youth relationship.</p> <p>Program increases registration numbers and families of MLK know program is available to their students.</p> <p>Targeted youth and participants are displaying and learning leadership skills. Youth are also displaying leadership skills outside of program and in the school day.</p> <p>Youth who become helpers are also mentors to younger participants. Additionally, youth display positive peer relationships. The helper program provides consistency to the 4th and 5th grade youth and allows them to take on responsibility.</p>	<p>Program partnered with 3 different community organizations.</p> <p>Participants will get to experience 1 field trip in collaboration with a partnership.</p> <p>MLK Program staff will feel confident and lead 2 family engagement activities.</p> <p>Program will increase family participation by 30% in comparison to the previous school year.</p> <p>Family members who participate will report feeling confident using Parent Square and know how to navigate the application.</p> <p>MLK will increase registration and participation youth numbers to 40 students for each grade level.</p> <p>Participants display an increase in positive student-relationships.</p> <p>All participants display an increase in leadership skills and report feeling confident in themselves.</p>

III. Washington Middle School

A. Summary

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at Washington Middle School for the 2021-22 program year, from Summer 2021 to Spring 2022. The program staff, school, participants, and families know this program as the Washington 21st Century and that is how the program will be addressed throughout this report.

The Washington goal is to provide extended day academic assistance and enrichment activities for 120 youth for 30 or more days annually through the five-year grant. The program also proposed to provide education courses/literacy activities for 50 family members annually.

a. Strengths & Successes

According to Julia Krolikowski, Director of ESD 21st Century, one of the program's strengths is independence. Acting coordinator Nick Mifflan ran the Washington 21st Century Program entirely. Mifflan asked for the assistance of ESD 105 when needed to adjust the program to meet the needs of students, according to Krolikowski. Krolikowski emphasized that Mifflan communicated well with the ESD 105 team, which strengthened the partnership.

One of the major successes noted was that the Washington 21st Century Program operated in person. Despite the fact that many programs were running remotely, the Washington site advocated and ran a safe in-person program. Various programming activities were also offered by the program. Baking, College Prep, Crochet, Drone, Explore, Game, STEAM, Creative You, and Safe Space were some of the activity clubs. The in-person program was successfully received by many participants.

A strength of the staff was that the program was designed to meet the interests of students. As a result, youth are encouraged to brainstorm club ideas. As soon as a staff member was found to host the club, the program began providing the club to youth. Prior to the establishment of a club, youth created a club proposal. Providing youth with choices while encouraging their voice was the goal of this process.

b. Challenges & Barriers

As many programs experienced across Washington state and the U.S., the largest barrier to program operations was the COVID-19 global pandemic, which caused a school shutdown in Spring of 2020 and constant school schedule changes in the 2021-2022 school year. As a result of the school shutdown and not knowing when school would allow afterschool programs to resume in-person, the Washington 21st Century Community Learning Center operated a hybrid program using online platforms for the 2021-2022 program year when program was not in-person. This decision was made in order to follow the Yakima School District guidance as well as to continue to provide services.

Krolikowski also noted that staffing and organizing the afterschool program at the Washington site was challenging. This was a challenge because many of the staff members who operated 21st Century clubs were also school day teachers. In many cases, their contract time interfered with the scheduled start time of the program. The Washington Program is also very independent, which is also a strength. In partnership with ESD 105, school building staff run the program. When staff burnout began, finding staff within the school was very difficult.

The Washington 21st Century site also faced challenges due to the fact that it was the only middle school in the grant, according to Krolikowski. As a result, the Washington MS had no partner site for family nights or sharing programming ideas. Disinterest also arose as a result of the change in school culture caused by Covid. Additionally, other programs were also running at the same time, so the program had to compete for students.

c. Recommendations and Next Steps

RGI recommends program provide 2 hours per month of family engagement as required by the Request for Proposal. In addition, to providing family engagement hours and more family nights, it is recommended to continue providing **educational** family events/activities to increase family member educational levels. Another recommendation is to administer a family member participation survey at the end of the year or after every event to assess family members education levels and gather feedback on services provided.

Daily attendance tracking is recommended, as well as transferring the data monthly into the Washington 21st Century Data Portal. Entering attendance daily will minimize the risk of being backlogged and losing data. It is strongly encouraged to make data entry a priority and a team effort so the data entry will not be overwhelming.

Another recommendation is for the program to focus on the retention of participants. Although the regular attendee goal was met, 341 youth attended 1 to 15 days of program. This indicates youth viewed 21st Century as a drop-in program. The purpose of program is to encourage and retain students for a minimum of 30 days so they can improve academically.

RGI also recommends site staff to gain knowledge in program quality through the David P. Weikart Center. Program should continue to use best practices during in-person program using the Social and Emotional Learning Program Tool. Implementing these practices is fundamental to continue and improve the quality of program. It is also recommended for the Site Coordinator to share and discuss this report and its recommendations with their team. A more detailed recommendation and a list of resources are provided in the Appendix.

IV. Program Overview

A. Theory of Change

The Nita M. Lowey 21st CCLC programs in Washington state focus on providing academic enrichment and support, youth development activities, provide services to families of the youth and to offer high quality expanded learning opportunities, while meeting the proposed purpose and required implementation.

The grant proposed in working with the Educational Service District 105 to serve youth and family Reading, English, Math, STEM and Social Emotional Learning to be a focus of the program activities. In providing these activities the vision is to close the education and economic opportunity gap for families in the south eastside neighborhood school and route them on the road to educational success. The COVID-19 pandemic has changed the way those supports were offered during the 2020-2021 program year and will continue to impact program in the 2021-2022 year.

B. Logic Model

With the newly implemented Evaluation Guidelines, Logic Models are now required to be created annually and for each individual center. A meeting was held in April 2022 with the ESD 105 21st Century Director to develop the 2022-2023 Logic Model. The 2022-23 program year Logic Model was created keeping in mind the changes program saw as necessary to

accomplish, while also addressing the needs of program for the year. Following the meeting, RGI Evaluator emailed the coordinator a copy of the models created so all parties could review what was discussed, follow up on, and edits could be made. The template used for the models was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21st CCLC programs.

The goal is for this document to be revisited by the Washington 21st Century site team throughout the year to reflect on progress and plans towards goals and outcomes. While the planning team was small this year, it is recommended that the entire staff team joins in creating the next Logic Model. Full 2021-22 and 2022-23 Logic Models are available in the Appendix.

V. Process Evaluation Plan & Results

A. Process Evaluation Plan

As stated in the OSPI Local Evaluation Guidelines, “**Process Evaluation** focuses on how the program is being implemented”. This section reviews the program and staff’s efforts of implementation in terms of adherence to the grant proposal, program exposure, quality, and participant engagement.

B. Process Evaluation Results

RGI reviewed the year’s operations, population served, activities, transportation, and program quality to measure level of implementation and alignment to the grant, even with the challenges of the virtual program. The following was found:

a. Operations

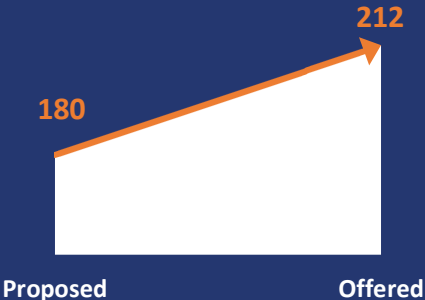
Summer 2021 Program: The program year began with a summer session on June 21, running for 30 days until July 30, 2021. Summer program was hybrid and operated Monday through Friday for a total of 20 hours each week. In the grant application, a four-week summer program, was proposed. This resulted in a goal of hosting 20 days of summer program, which was met.

School Year 2021-22 Program: The school year program operated a hybrid framework for 182 days Monday through Friday beginning September 27, 2021 and ending June 10, 2022. During that time, the program operated before school from 7:00 to 8:15 am and after school from 2:15 to 4:15 pm, for a total of 16 hours and 15 minutes per week. The grant proposed to offer program five days per week for 32 weeks during the school year, totaling 160 days of program.

Washington Middle School proposed a program year that operated for a total 160 days and met the target goal. Through a Hybrid program the Washington Middle School 21st Century site met **114%** of the grant goal.

The program operations proposal for Summer and School Year combined is shown in the chart below, compared to the number of days that were offered at the site. To the right is the total days of virtual program with attendance entered into the EZ Reports Database System.

Available Program Days Summer & School Year

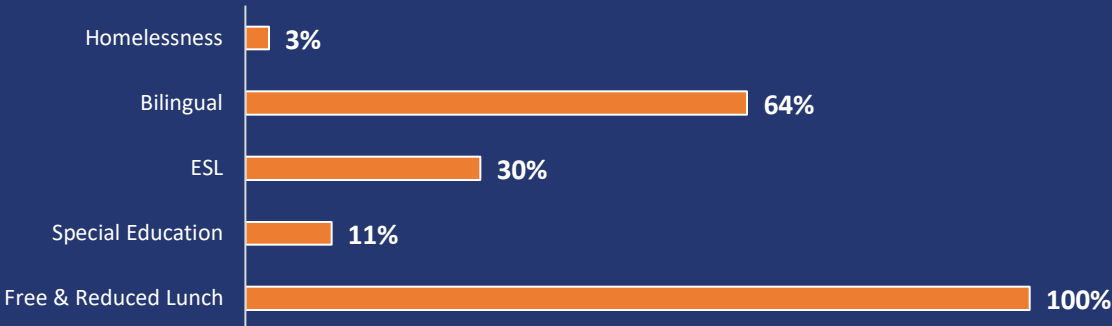


144

Actual program days
with attendance
(Hybrid Program)

b. Serving the Target Population

Population Served Demographics



Recruitment & Retention: The 21st Century program partnered with the Washington Middle School Summer Program and youth were able to participate in 21st Century as part of the summer school day. The school day staff encouraged youth to participate in the program during the school year. Additionally, youth who needed academic support were identified and enrolled. A club sign-up day was also held by program staff to do outreach for the program.

c. Activities

The program provided a range of academic assistance and enrichment activities during the year.

Summer Activities Offered:

Summer Hybrid Program
<ul style="list-style-type: none"> •A Shot in the Arm •Game on •The Hill we Climb •The House that Lou Built •Literacy

School Year Activities Offered:

Academics	STEM/ Art & Music	Social Emotional Learning	College & Career Readiness
<ul style="list-style-type: none"> •Homework Center 1 •Homework Center 2 •Math Center Afternoon •math Center Morning •Homework Help Before School •Literacy •English Language Arts •English 	<ul style="list-style-type: none"> •STEAM •Physical Movement •Baking Club •Drone Club •Explore Club •Game Club •Hart Rock Club/ Creative You •Jonesy's Girl Club •Embroidery •Table Tennis Club •Wild Cat Code 	<ul style="list-style-type: none"> •Safe Space Club •SEL Group •Online assignment 	<ul style="list-style-type: none"> •College Prep

d. Transportation

Transportation is available through the Washington Middle School partnership. Since transportation was already being used by sports clubs, the school arranged bus transportation for program participants as well.

e. Program Quality Assessment

The Youth Program Quality Assessment Tool is an evidence-based assessment developed by the High/Scope Educational Research Foundation to evaluate the effectiveness and quality of youth programs. Due to COVID-19, school closures, and the variation of 21st Century programming across the state, the Office of Superintendent of Public Instruction along with the David P. Weikart Center decided it was time to revisit program quality. The requirement for the year was for programs to engage in a modified self-assessment and external observation via in-person or virtual depending on the program operation.

Two external assessments were conducted by an RGI evaluator using the Social Emotional Learning Program Quality Assessment (SEL PQA). Staff also conducted self-assessments using the SEL PQA tool. On a 3-point scale, programs were rated as 1, 3, 5 or NR (not rated), with a score of 1 representing the lowest possible score and a 5 representing the best and highest possible score in each area. Below is a chart showing the results of the external assessment observations across the four domains:



VI. Outcome Evaluation Plan & Results

A. Outcome Evaluation Plan

As stated in the Local Evaluation Guidelines, “**Outcome Evaluation** examines changes in participant knowledge, attitudes, and behaviors in order to understand the extent to which the program is bringing about changes”. This section reviews the outcomes of youth and family participation, academic achievement, and community collaborations.

B. Outcome Evaluation Results

The goal for the number of students to be regularly served at this after-school site was 120 youth. OSPI has defined that youth “regularly served” attend program for 30 days or more. This definition is based on research concluding that youth gain more academically if they attend more than 30 days in after-school programs.

a. Attendance

Youth Participation Levels Program-wide

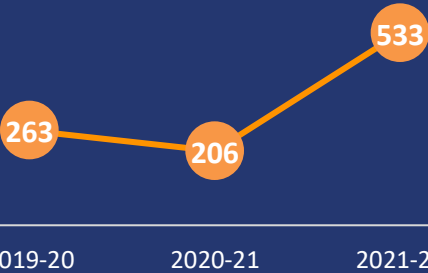
Total Served: 533 Total 30+ days: 167 Goal: 120

	1-15 days	16-29 days	30-59 days	60 -89 days	90+ days
Student %	64%	5%	31%	0%	0%
Student #	341	25	166	1	1

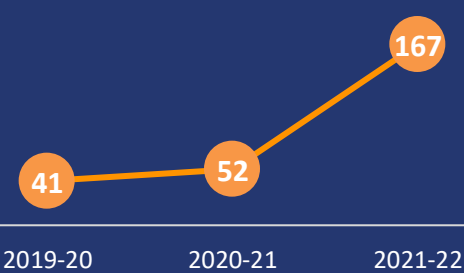
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities, the center turned to hybrid programming when the school closed for 2 weeks to minimize the spread of the virus. As a result, the Washington Program participation and retention fluctuated. A larger number of students were able to access program services, which resulted in reaching the regular attendance goal. Attendance was most prevalent between 1 to 15 days. Regular attendees accounted for 31% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

Below is a review of the total youth and regular attendees served over the last 3 years.

Youth Served 3 Year Attendance



Regular Attendees Served 3 Year Attendance

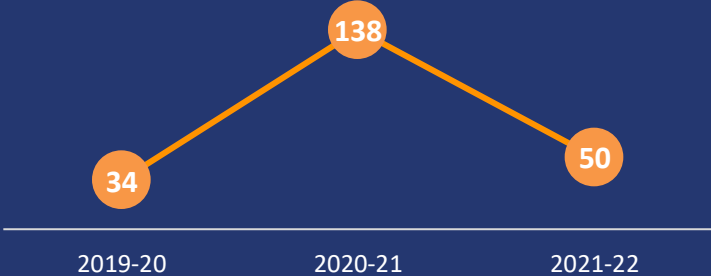


Family Members Served Program Wide (Goal*50)

Served 50 Family Members

Within the end of the year analysis, RGI found program met 100% of the family member goal. Program met 100% of the goal. Below is a review of the total number of family members served over the past three years.

Family Members Served 3 Year Attendance



The Washington Middle School Program held 2 family engagement events in its third year. Below is a list of all the events that were offered to family members of Washington Middle School program participants.

2 Family Events Offered	Event Name	Number of Sessions
	Pizza in the Park Science Fair with MAMS	1
	STEAM Night	1

Of the 50 family members served, 9 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities/ workshops.* From the total number of regular attendee family members, zero (0%) attended four or more educational events. It was not possible to achieve the objective because program did not offer enough family nights. The table below shows the participation of family members of regular attendees.

Regular Attendees Family Member Attendance



Furthermore, program provided a total of 4 hours and 30 minutes of family engagement over the course of 12 months. Program offered an average of 22 minutes per month of family engagement there for not meeting the requirement. In the request for proposal Cohort 16, 21st Century programs are required to provide 2 hours per month of family engagement hours. To comply with the request for proposal requirement, RGI recommends that programs offer one event per month for a duration of two hours. In addition to offering services to families, this program is recommended to incorporate educational elements into some of these events to raise family members' educational levels. Administering a survey to assess family members' education levels is also recommended.

b. Academic Achievement

The state testing timeline was impacted by the pandemic and as a result the program did not use state data to measure proficiency gains in reading and math. Several of ESD 105 21st CCLC Program's measurable outcomes include assessing "increases in academic achievement" in reading and math. These outcomes were measured using local data. Furthermore, the grant also included measuring local academic gains in reading and math. The grant also included measuring student behaviors using the Youth Skills and Belief Survey for direct student feedback. Due to the evaluation timeline, youth survey results are not available for this reporting period. Additionally, the grant included measuring family member's participation and knowledge levels through a family member survey. Due to the lack of family surveys submitted, no data is available to review during this reporting period.

We expect to measure academic outcomes that were not available this year during the following program year. We know that students of color and low-income students were disproportionately impacted by the coronavirus and their learning. The hope is program will provide participating youth with the tools necessary to be successful in the upcoming school year.

The achievement of these student performance outcomes and goals are illustrated on the following page. Please refer to Grant Outcomes Table for findings.

Grant Outcomes

These outcomes were measured during the 2021- 2022 program year

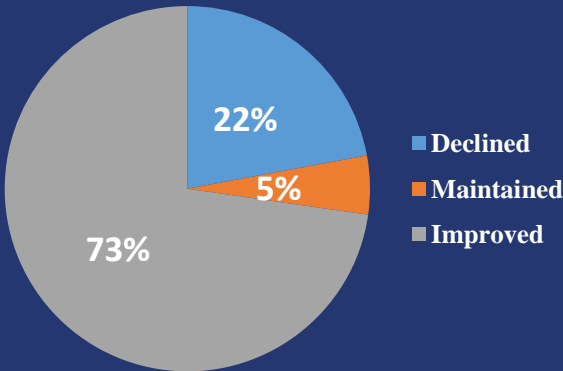
Student Performance Outcomes	Target	Cohort Average	WA. MS.
Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	93%	73%
Regular attending students will increase their math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	36%	36%
Regular attending students will increase Reading skills as measured by MAP Assessments	75%	75%	35%
Regular attending students will increase Math skills as measured by MAP Assessments	75%	36%	36%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	64%	61%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	100%
Site Coordinators will participate in the Advance Planning with Data Webinar	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each Spring	100%	100%	100%
Parents that participate in educational classes will increase their level of learning annually	80%	88%	No Data
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities/ workshops	75%	29%	0%

Local Academic Data:

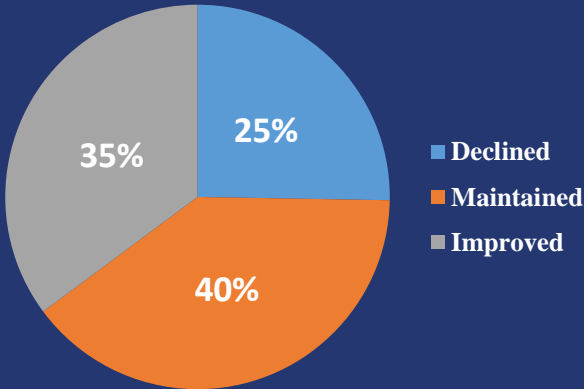
RGI Corporation utilized data results for students who attended the program 30 days or more to demonstrate the research that attending a program for 30 days or more has more impact on youth. RGI reviewed two academic measures to assess the program's impact on student academic achievement. In working with the Coordinator and Program Director too identify appropriate measures to assess student academic gains, the program selected to use **Lexile Assessment** and **Grades** data.

Washington Middle School 21st Century program submitted Lexile Assessment scores for reading and Grades for both reading and math using Fall 2021 and Spring 2022 data. Of the 77 Lexile Assessment reading scores analyzed by RGI Corporation; fifty-six (73%) youth met proficiency in reading. Of the 91 reading Grades analyzed, thirty-two (35%) youth improved their grades in reading. Of the 89 math Grades analyzed, thirty-two (36%) youth improved thier math grades. The following charts illustrate the reading and math academic findings:

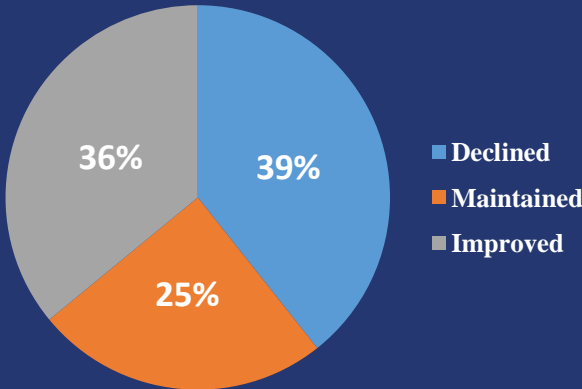
73% of Regular Attendees Improved Lexile Assessment Scores from Fall 2021 to Spring 2022



35% of Regular Attendees Improved Reading Grades from Fall 2021 to Spring 2022

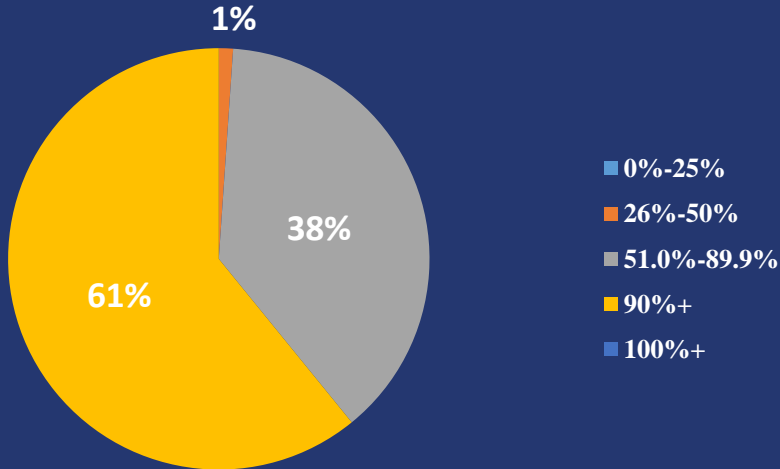


36% of Regular Attendees Improved Math Grades from Fall 2021 to Spring 2022



School-day attendance records for 92 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees, 36 had a daily school-day attendance rate of 26%- 89.9% and 56 students had 90% or greater attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

39% of Regular Attendees were Cronically Absent during the School Year



c. Student Behaviors and Attitudes

Washington 21st CCLC Spring 2021 Youth Feedback Survey:

A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to “*demonstrate a growth mindset, interpersonal, and self-regulation skills*”. The Program staff provided youth with the Washington 21st CCLC Spring 2021 Youth feedback Survey developed by the Washington State 21st CCLC Evaluators, American Institutes for Research. This survey proposed to measure youth experience in 21st Century. Due to the timeline of the state evaluators, data was not available at the local level during the time of this reporting period.

d. Family Engagement

Family Survey:

As part of the grant a family survey was developed. The purpose of the survey is to measure the level of services being provided. The survey also assesses the knowledge levels developed as a result of the family offerings being provided to the parents and other family members of the participants. A total of 0 family surveys were submitted by the Washington 21st Century site.

Washington Middle School

e. Community Collaborations		
Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	WSU Extension, Yakima Community Coalition, Pacific Northwest University of Health Sciences, ESD 105, City of Yakima	\$11,066.67
Donated Materials	-	-
Volunteers & Staffing	Washington Middle School	\$45,000
Other	-	-
Total Contributions for the 2021-22 year		\$56,066.67

VII. Appendix

A. Program Recommendations

Attendance/ Retention: During the third year, the program met its goal to serve 120 regular attendees, however they did serve a high number of youth for 30 days or more. As the staff begin the fourth program year, it is recommended recruitment efforts are continued, but that retention of youth for longer periods becomes a focus as well. It is likely that youth motivation and participation will increase if a safe, fun, and hands-on learning environment is provided. To keep youth attendance consistent, RGI recommends staff concentrate on designing program and adding youth voice and choice.

Data Entry/ Editing: Director, Site Coordinator and staff should work together to define an editing schedule that aligns with federal due dates for this upcoming year. A monthly process is recommended. Additionally, RGI recommends daily program participant attendance entry into the EZ Reports Database System and monthly data entry into the Washington 21st CCLC Data Portal. This will lessen the burden of all parties at the end of the year in the final data review. It is also recommended program continue to provide specific activities into the EZ Reports Activity Calendar. This provides insight into the program for end of the year analysis.

Data Collection: RGI recommends evaluator, Site Director, and Site Coordinator schedule a Fall and Spring Academic Data collection meeting to further discuss what data will be available during the upcoming year to track program impact. Due to the coronavirus the academic data collection process was adjusted. With the variation of learning loss it is important to follow the 2022-2023 Logic Model plan and monitor the progress made from Fall 2022 to Spring 2023. The Site Coordinator is strongly encouraged to update the model as the year progresses. Furthermore, if significant changes are made to program it is recommended the site team discuss how data will be measured and tracked at the site level.

Family Engagement: It is strongly recommended for program to continue serving family members and tracking their attendance within the regular activities in the EZ Reports System. The grant included measuring educational levels of family members who participate in classes/events as well as offering 4 educational workshops/activities to parents of regular attending students. Using surveys as a data collection method will help staff assess efforts made, successes achieved and continuing supports. Program is also recommended to offer 2 monthly family engagement hours as required by the request for proposal. The hourly requirement was not met and should become a focus in the 2022-2023 program year.

Professional Development and Program Quality: The Program is recommended to continue implementing best practices using the Social Emotional Learning Tool. Through in-person learning, program should strive to continue the cycle of improvement. Program staff should attend, PQA Basics as well as continue participating in the Quality to Pathways Series, Youth work Methods, and Positive Behavioral Intervention Supports. As a result of the long-term effects of the pandemic, staff are encouraged to participate in Trauma informed and ACES trainings to support both youth and families.

It is recommended for the Site Coordinator to share and discuss this report and its recommendations with their team.

B. Resources

Based on evaluation findings and the discussion in this report, the following resources are recommended for program staff to review and utilize.

Academic Enrichment: Resources to continue to provide further support to youth's academic skills and learning.

- [The Expanded Learning & Afterschool Project](#)
- [Wallace Foundation Podcast: A Hot time for Summer Learning](#)
- [National Girls Collaborative Project](#)
- [Youth Centered Approach to Skill-Building Webinar](#)
- [Afterschool Alliance Issue Brief: English Language Learner Students](#)
- [Afterschool Alliance: STEM Learning](#)
- [Supporting Students Through Tragedies](#)

COVID-19 Resources: Resources to support youth and families during this global pandemic.

- [The Forum for Youth Investment](#)
- [School's Out Washington](#)
[American Rescue Plan: Wallace Foundation](#)

Family Programming: Resources for staff to continue to serve families and provide more educational opportunities.

- [A Guide for Engaging ELL Families](#)
- [Toolkit of Resources for Engaging Families and the Community as Partners](#)
- [Migrant Education Workshops and Webinars](#)
- [The value of Family Engagement in After-School](#)

Professional Development: Resources and upcoming conferences and trainings for staff to learn, get new ideas, practice, and network with others in the field.

- [You for Youth](#)
- [Afterschool Matters](#)
- [The Wallace Foundation](#)
- [2022 Bridge Conference](#)

Program Quality: Resources to support staff as they work individually and together to incorporate their goals and action plans for improvement into their programs. Social emotional tools are included to provide support as the program begins to work more with the SELPQA.

- [Weikart Center for Youth Program Quality Webinars](#)
 - [Advancing in SEL](#)
[Problem Solving in SEL Efforts](#)
-

C. Center-based Logic Model

2021-2022 Logic Model- Washington Middle School					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
Due to the pandemic, youth are in need of a variety of resources that foster academic support and enrichment as well as mental wellness within a combination of formal and informal environments. The after-school program intends to enhance youth development in all domains by offering social emotional and academic support while housing afterschool activities.	<p>Increase youth connectedness to school</p> <p>Increase school-day attendance</p> <p>Make 21st CCLC programming accessible to all youth</p>	<p>Transportation- Partnership with the Washington Middle School</p> <p>21st CCLC Program Staff</p> <p>ESD Program Director</p> <p>Math and Reading Coaches at ESD 105</p> <p>Youth Material provided by Helix Chicago</p> <p>Partnerships- Yakima Community Coalition for Mental Health Promotion and Substance Use Prevention, Northwest University of Health Sciences</p> <p>Washington School Administration Team Support/ Quarterly Meetings</p>	<p>Read Works</p> <p>Newsela</p> <p>Math 4 Love</p> <p>Forces of Strength</p> <p>Sport Prevention Wellness/ Opioids</p>	<p>Daily use of Read Works and Newsela will increase program participants reading scores.</p> <p>Daily use of Math 4 Love will increase program participant’s math scores</p> <p>Monthly Community and School participation in Forces of Strength will increase youth levels of connectedness to school.</p> <p>School participation in monthly Forces of Strength in campaigns.</p> <p>Quarterly sessions for program participants to take the sport prevention wellness/opioid class. Participating youth gain awareness education of substance use. School opioid use decreases.</p>	<p>Program is able to see an increase in levels of connectedness on the Healthy Youth Survey when compared to the 2018 survey.</p> <p>School day staff track school day attendance for program youth.</p> <p>Program staff track and see an increase within regular school day attendance of all participating youth.</p> <p>Post-Covid youth are able to participate in 21st CCLC in-person or remote based on family needs.</p>

2022-2023 Logic Model- Washington Middle School

Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>As part of Washington Middle School's program, staff will learn how to channel their programming creativity, build partnerships, and implement their ideas. Out of School Programming during the school breaks was a success during the 2021-22 program year. The program will continue to do this and invite youth to take ownership of the program through their input. By doing so, the program will increase youth engagement in learning, improve academic achievement, and decrease behavioral problems.</p>	<p>Recruit a Coordinator for the Washington MS 21st Century Program and move from an interim position.</p> <p>Encourage staff to communicate program needs and grow.</p> <p>Planning and ordering materials ahead of time.</p> <p>Offer a variety of activities through community partnerships.</p>	<p>PCS Edventures Curriculum</p> <p>Community Agencies ready to partner with schools and families. (Central Washington School Site Program, Pacific Northwest Medical School)</p> <p>ESSER Funds</p> <p>Staffing Washington MS Funding</p> <p>Yvonne Avalos Data Manager (Attendance and programming)</p> <p>Principal Bill Hilton</p> <p>School building and School Staff</p>	<p>Washington MS School break sessions will operate during all the breaks.</p> <p>21st Century will offer monthly family programming that is inclusive to younger siblings of middles school participants.</p> <p>Family programming will focus on; Wellness, STEM, LGBTQ, Community Engagement, Career Exploration.</p> <p>21st Century Liaison will have quarterly brainstorming afterschool staff meetings.</p> <p>21st Century Liaison will attend afterschool Washington MS staff meetings.</p>	<p>Staff are able to provide youth programming that allows youth to be curious about program through hands on activities. Youth will learn a variety of skills and knowledge through the diverse programming.</p> <p>Family members who participate in family programming will gain trust and feel welcomed. Family programing will also allow all family members to be engaged including younger siblings.</p> <p>Family Members who participate in programing will gain different skills to support their youth through their journey in adolescence.</p> <p>Program staff will have the resources, materials, and community partners offer a variety of program activities.</p> <p>Staff members will know who to contact when they have programming and who to contact for 21st Century support.</p>	<p>Washington MS will have a 21st Century Liaison within the building to speak with about program. The Site Coordinator will help connect the program with ESD, partnerships, students, and families.</p> <p>School staff go to the 21st Century Liaison and request materials.</p> <p>Staff will have materials and access to curriculum that align with topics students are exploring during the school day.</p> <p>Once a quarter afterschool staff are meeting to brainstorm what the program can do. (What materials are needed, who to talk to, when the activities will take place etc.)</p> <p>Once throughout the school year a community partner will go into the site and run a program session/activity.</p> <p>Program Liaison attends Washington Middle School all program staff meetings and provides program updates.</p>