

21ST CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL TIME | COHORT 17

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 second year of this 21st Century Community Learning Centers (21st CCLC) grant program. The Pathway to Success (Pathway) program is a partnership between ESD 105, Yakima School District, Enterprise for Progress in the Community and other community providers. The 21st CCLC Program offers after-school programs and parent educational opportunities. The program proposed to serve a total of 340 students, of those 272 students for 30 days or more and 150 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

561 Youth served

234 Family members served

3 Afterschool sites

192 Days of afterschool

25 Different parent trainings

100% ESD sites provided Hybrid Learning

156% Family Member goal met

139% Regular attendee goal met

68% Youth served were regular attendees

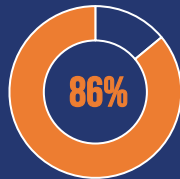
4.41 Average SEL PQA score in Safe Space

DEMOGRAPHICS

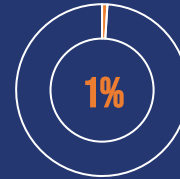
YOUTH: 561 TOTAL STUDENTS IN GRADE K-5



Low-income



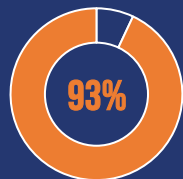
Hispanic



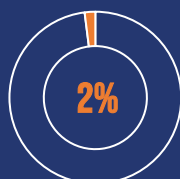
Special Ed.



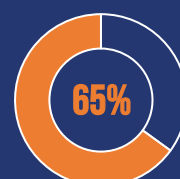
Female



Minority



ELL



Bilingual



Male

FAMILY MEMBERS

25

Total activities

70.5

Total hours of family engagement

158

Regular attendee family members participated

B. OVERVIEW OF CENTERS

Adams 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 170 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 134 program days
- Served 124 students operating 3:15 to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM

McKinley 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 67 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 102 students operating 3:15 to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM

Ridgeview 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 16 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 165 students operating 3:15 to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM

C. IMPLEMENTATION

Corona Virus Impact: The Coronavirus (COVID-19) unexpectedly disrupted families, and more specifically the lives of our students. This pandemic brought normal life to an abrupt halt. Yakima was not immune to this virus and was adversely impacted. The transmission of COVID-19 into Yakima spread quickly creating havoc across the spectrum of jobs, businesses, hospitals, schools and churches. Governor Inslee closed schools statewide on March 11, 2020, to protect the health of students and educators. After Seattle became the Epicenter in the US and the states' #1 Hot Spot, Yakima County quickly became the state's #2 Hot Spot of COVID-19 cases. At its peak on June 9, 2020, it was reported by the Yakima Health District that Yakima County had the highest infection rate of any other county on the West Coast, at an infection rate of 519 per 100,000 people, double the state rate. This was attributed to the many individuals in our county being front-line workers in agriculture, warehouses, service industries, and hospitals, etc. Sixty-three percent (63%) of the county's workforce were deemed essential workers by the governor during the shut-down and are some of the most vulnerable populations for infections and transmission of COVID -19.

Community Context: By the 1980s, Yakima County's Hispanic population reached 14.8 percent, the largest percentage of any county in the state at the time. By the 2000 Census, 33 % of the residents of the City of Yakima were Hispanic and in 2010, it was 39% Hispanic and today, it's almost half at 46.2% Hispanic of its 93,182 residents. Most Hispanic families live in Yakima proper and non-Hispanics have moved to adjoining communities. This transformation is starkly visible in the three proposed 21st Century Schools' classrooms where students are 85% Hispanic and 100% low-income based on free/reduced lunch rates.

Attendance – All Centers 2021-22

Youth Participation Levels Grant Wide

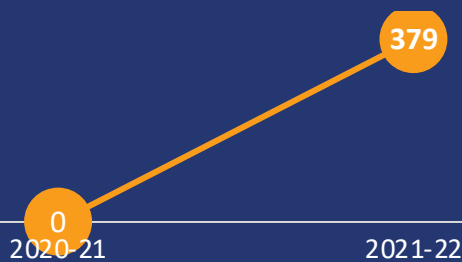
Day Range	1-15	16-29	30-59	60-89	90+	Total 30+ days 379
Student #	57	125	313	45	21	Total Served 561
Student %	10%	22%	56%	8%	4%	

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 272 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.

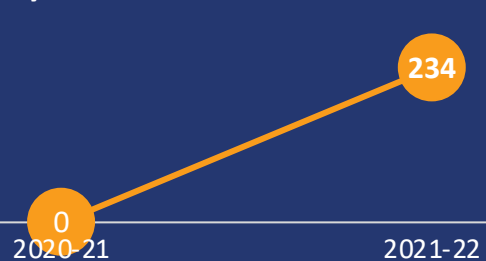
Family Members Served Grant Wide (Goal*: 150 members)

Served 234 Members

Regular Attendees Served Year 2 Attendance

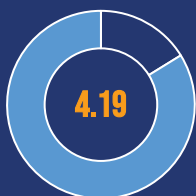


Family Members Served Year 2 Attendance



Program Quality Assessment 2021-2022

Scale 1-5 (Best Practice)



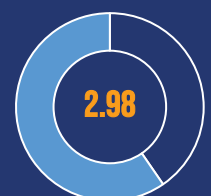
Safe Space



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 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 event attendance and surveys. Due to the lack of family surveys submitted, the data set was too small to analyze.

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%	99%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	99%
Regular attending students will demonstrate a growth mindset	80%	96%
Regular attending students will demonstrate interpersonal skills	80%	96%
Regular attending students will demonstrate self-regulation skills	80%	91%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	72%
Self and external observations will be completed, scored and entered into Scores Reporter	100%	100%
Staff will attend the Live Planning with Data training to review scores	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 in each session	80%	Insufficient Data
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session	75%	19%

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 17

ESD | FACT SHEET | 2021-2022

Yakima School District

*Produced by RGI Corporation

GRANTEE PARTNERS

Educational Service District 105

Yakima School District

Enterprise for Progress in the Community

MAP



OPERATED 3 AFTER SCHOOL CENTERS IN YEAR TWO

Adams Elementary



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

McKinley Elementary



Summer: 4 weeks, 3:00 – 5:00 PM
After School: 3:15 – 6:30 PM

Ridgeview Elementary

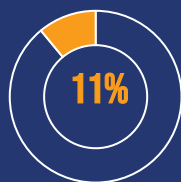


Summer: 4 weeks, 3:00 – 5:00 PM
After School: 3:00 – 5:15 PM

STUDENT DEMOGRAPHICS



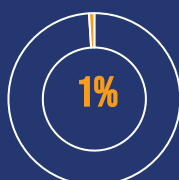
Low-income



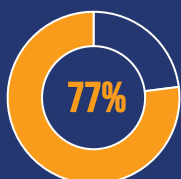
Special Ed.



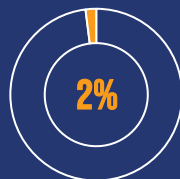
Minority



ELL



Hispanic



Homelessness

ACTIVITIES

- ELL Support
- Art & Music
- Math
- Science
- Technology Education
- STEM
- Literacy
- Youth Leadership
- Cultural Programs
- College & Career Readiness

FINDINGS

561 Youth served

Served Youth in grades K-5

68% Regular Attending program youth

Met 139% of Regular Attendee goal

III. Adams Elementary School

A. Summary

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at Adams 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 Adams 21st Century and that is how the program will be addressed throughout this report.

The Adams 21st Century goal is to provide extended day academic assistance and enrichment activities for 140 participants and of those 112 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

During an end of year site interview, Coordinator Jessica Johnson shared that youth attending the fall remote sessions was a success. The Adams 21st Century was a new program to the school and the families. Consequently, most recruitment took place when youth resumed in-person learning, but staff were unable to enter schools. However, the program enrolled an overwhelming number of youth. For her and her staff, launching a new program during a pandemic and having youth engaged and excited was truly a success.

A youth who participated in the remote session identified with the activity. During the art project, the youth needed assistance and asked the staff for assistance. The staff considered this a success because the youth asked for help and trusted the staff to provide it. Additionally, through this interaction program gained another participant from the same household.

Lastly, Johnson noted that the program had to be adjusted multiple times because of school closures caused by Covid-19. This meant rearranging schedules, planning plan A through C, getting materials to youth, communicating to families all the changes was ongoing through February 2022. Nonetheless, having staff who were willing to adapt and be flexible made the program successful.

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 Adams 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.

Having more support from the school building was one of the barriers Adams 21st Century site faced. It was also difficult to conduct in-person programs due to limited space. The program was held in the school gym. As the space echos with so many youth in the program, it is difficult to hold multiple activities at once. In addition to using the materials provided by ESD 105, the program would be better if the school building provided more support. Access to microphones, projectors, and storage are some of the items needed.

Staffing, transportation, and a remote/hybrid setting were challenges when designing the program. A major barrier to the program was recruiting. Due to a bussing shortage, funds were provided for transportation, but a shortage of bus drivers happened.

Additionally, the school met additional barriers due to its abundance of resources, which led to burnout. Adams 21st Century Program is also a new program, and its presence has not yet been established. There was some confusion regarding what the afterschool program is and what it is not. Expectations have been set in order to establish the 21st Century Program presence within the school building.

Lastly, a community center is also near the Adams 21st Century site, so the program has had to compete with multiple offerings. Despite a slow increase in numbers, the program is adjusting as best as it can. Increasing the number of participants has been possible due to the Adams culture of community, 'Become One'. The Adams program faces many unique barriers, and staff hope to overcome them over time.

c. Recommendations and Next Steps

The Site Coordinator is strongly recommended to meet on a monthly basis with school administration to inform them about the program and its needs. As part of creating a program presence among Adams School staff, the Site Coordinator should attend all school staff meetings. By interacting with the school, staff can establish a strong relationship with the school.

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.

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.

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.

Our **Pathway to Success** (Pathway) program builds on an established strategic partnership between Educational Service District 105 (located in Yakima), Yakima School District, Enterprise for Progress in the Community (EPIC), a community-based organization located in Yakima, and other local community service providers that came together to create a pathway for Yakima students to achieve academic success. All these partners bring unique resources, expertise and

experience in a new way to provide essential supports for students on their pathway to academic achievement, well-being and success.

Yakima School District is a mid-size and high-need school district with one of the most diverse student populations in the state. EPIC is a community-based organization that provides a range of Head Start and early childhood educational services to children and families. EPIC will be a key partner at our Yakima target schools providing a range of educational services to families. The COVID-19 pandemic has changed the way supports were offered during the 2021-2022 program year and will continue to impact program in the 2022-2022 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 October 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 Adams 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 hybrid program. The following was found:

a. Operations

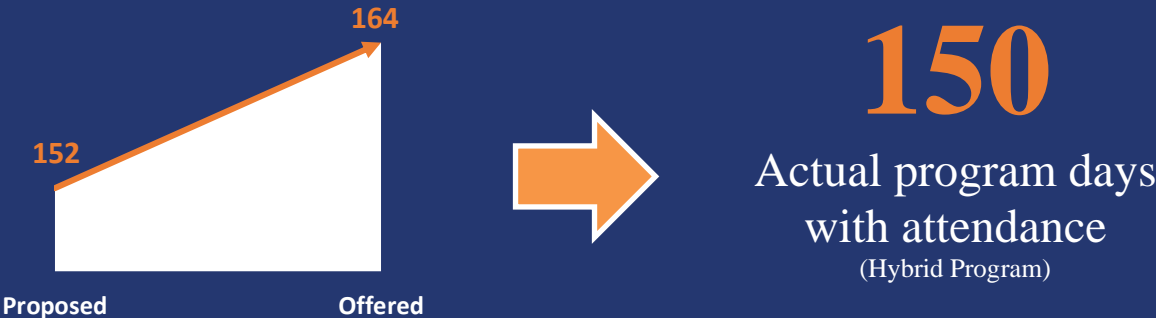
Summer 2021 Program: The program year began with a summer session on June 21, running for 30 days until July 30, 2021. Summer program was hybrid and operated Monday through Friday for a total of 10 hours each week. In the grant application, a six-week summer program 4 days per week was proposed. This resulted in a goal of hosting 24 days of summer program, which was met.

School Year 2021-22 Program: The school year program operated a hybrid program for 134 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 four days per week for 32 weeks during the school year, totaling 128 days of program. Adams proposed a program year that operated for a total 128 days and met the target goal. Through hybrid programming the Adams 21st Century site met **104%** 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



b. Serving the Target Population

Population Served Demographics



Recruitment & Retention: In order to recruit participants for the summer program, ESD 105 created flyers. After the flyers were created, school administration was asked to distribute them. In addition, an online registration method was implemented. The school was given the flexibility to

target the students they felt needed the program and identified youth who would benefit from attending 21st Century.

During the school year, program staff worked with Communities in Schools, School Principal, and teachers to invite youth who needed support. In addition, youth with tier 2 needs were also recruited.

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
Birds Build a nest Don't Break the Bank Google Meet Alma and How She got Her Name Disenchanted Dreamers Esperanza Rising Gratitude Magazine Mid Winter Break Magazine Odd Pig Out Pattern Blocks Remote Class Materials (Jan., Feb.)

2nd & 3rd Grade
Brain Awareness Day BrickLab Jet Build Dinner on Domingos and BrickLab Man of Steel Radio Man and VrickLab 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

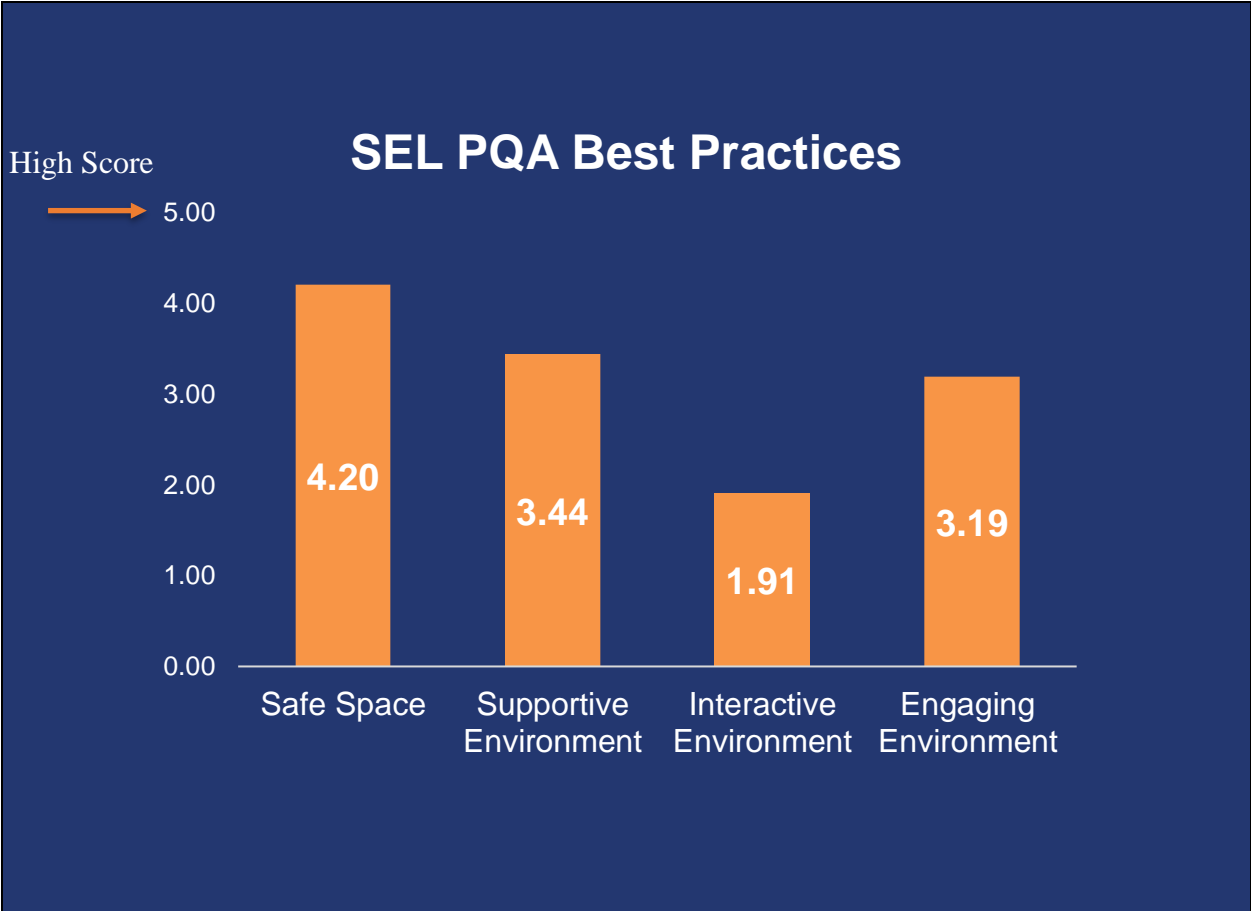
d. Transportation

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 served at this after-school site was 140 youth. Of those youth 112 youth are to be served regularly. 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: 254

Total 30+ days: 212

Goal: 112

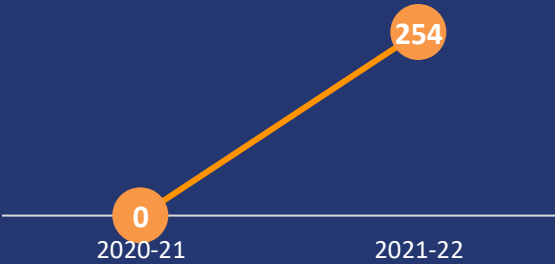
■ 1-15 days ■ 16-29 days ■ 30-59 days ■ 60 -89 days ■ 90+ days

Student %	7%	10%	77%	6%
Student #	17	25	196	15

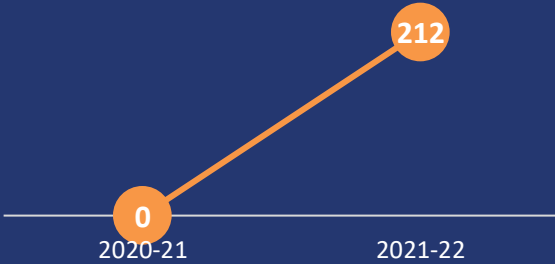
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities, the center turned to hybrid programming. As a result, the Adams Program, participation and retention fluctuated. A larger number of students were able to access program services, which resulted in reaching the regular attendance goal. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 83% 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 2 years.

Youth Served 2 Year Attendance

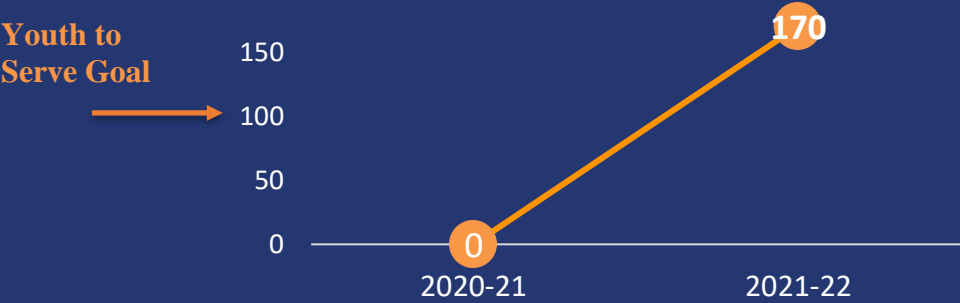


Regular Attendees Served 2 Year Attendance



As part of the Summer Program, the Adams 21st Century site served 170 youth in its second year. The goal of serving 100 students during the summer was exceeded and met. The program achieved 170% of this goal. Due to the timeline of the Cohort 17 grant competition, year one of the grant was considered to be in 2020-2021 (January 2021 through May 2021). During year one, all program planning was done for year two. The grant's second year began with Summer Program 2021. Below is a chart illustrating how many youth were served during the first summer program.

Youth Served in Summer Program



Family Members Served Program Wide (Goal*50)

Served 75 Family Members

The Adam Program held 5 family engagement events in its second year. Below is a list of all the events that were offered to family members of the Adams Program participants.

5 Family Events Offered	Event Name	Number of Sessions
	Pizza in the Park Science Fair with MAMS	1
	Spring Conference & Break Take Home Activities	1
	Stain Glass Art and Encanto	1
	Wellness Loteria Night	1
	Robot Engineering Night	1

Of the 75 family members served, 62 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 in each session.* 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 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 12 hours and 30 minutes of family engagement over the course of 12 months. Program offered an average of 1 hours and 2 minutes per month. Despite offering activities program did not meet the family engagement requirement. In the request for proposal Cohort 17, 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 increase 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 will be measured using local data. Furthermore, the grant also included measuring local academic gains in reading and math using MAP Assessments. Similarly, to state testing the local math assessment was not administered this Spring. The grant also included measuring student behaviors using the Youth Skills and Belief Survey for direct student feedback. The survey was 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 event attendance and surveys. 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 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	Adams
Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	99%	99%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	78%	99%
Regular attending students will demonstrate a growth mindset	80%	96%	73%
Regular attending students will demonstrate interpersonal skills	80%	96%	90%
Regular attending students will demonstrate self-regulation skills	80%	91%	75%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	72%	67%
Self and external observations will be completed, scored and entered into Scores Reporter	100%	100%	100%
Staff will attend the Live Planning with Data training to review scores	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 in each session	80%	Insufficient Data	No data
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session	75%	19%	0%

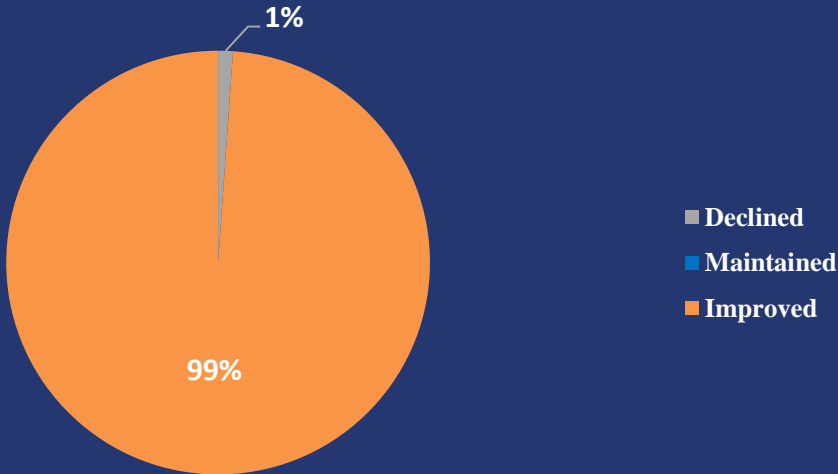
Local Academic Data:

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 one academic measure to assess the program’s impact on student academic achievement in reading. During this report period, math data was not available. The School District did not administer a District wide Math assessment during the 2021-2022 school year. In working with the Program Director too identify appropriate measures to assess student academic gains, the program selected to use **Dibels Assessment** data.

The Adams 21st Century program submitted Dibels Assessment scores for reading using Fall 2021 and Spring 2022 data. Of the 89 reading scores analyzed by RGI Corporation; 88 (99%) youth improved their reading scores.

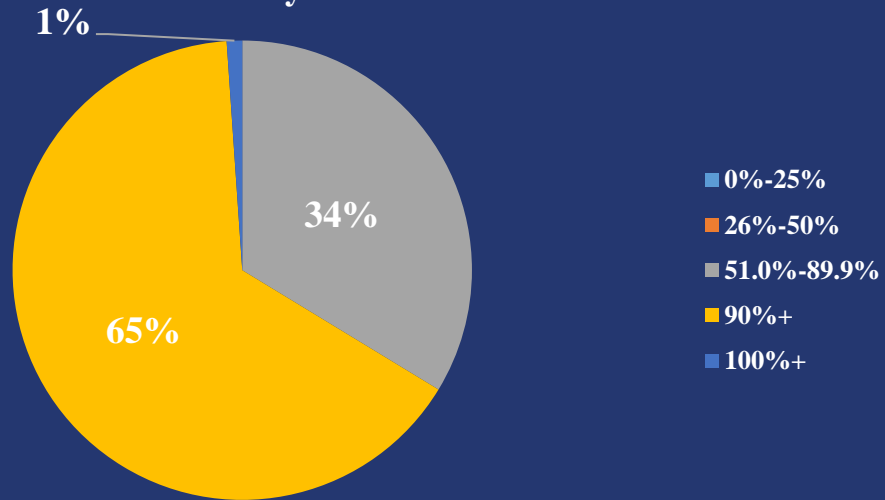
The following chart illustrates the academic results in reading:

88 Regular Attendees Improved Dibels Scores from Fall 2021 to Spring 2022



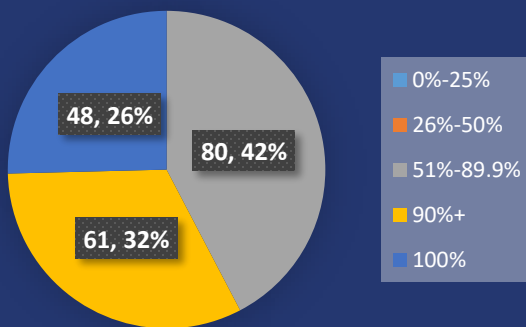
School-day attendance annual records for 184 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees 62 had a daily school-day attendance rate of 51%- 89.9%, 120 students had 90% or greater attendance rate, and 2 students had a 100% daily school attendance rate. The chart on the following page demonstrates the total percentage of days regular attending youth were present during the school-day:

122 Regular Attending Students had a 90% or better school day attendance rate

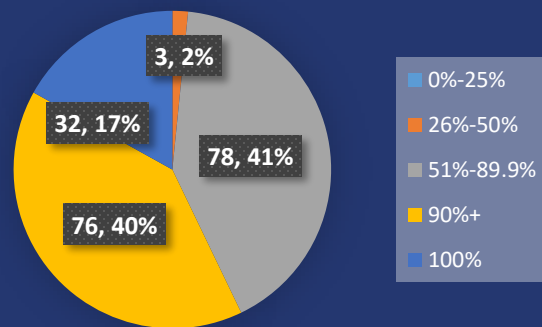


A review of quarterly attendance records was also conducted at the end of the year. The school year at Adams Elementary is divided into four trimesters: Trimester 1, Trimester 2, Trimester 3, and Trimester 4. After reviewing Trimester 1 and Trimester 2, RGI identified a high percentage of chronic absenteeism among youth. Several factors contributed to chronic absenteeism, including Covid-19, remote learning, and occasional school closures. In the Spring, Covid-19 rates declined and absenteeism percentages decreased. The following charts display the attendance rates for regular attending students for Trimester 1 through Trimester 4.

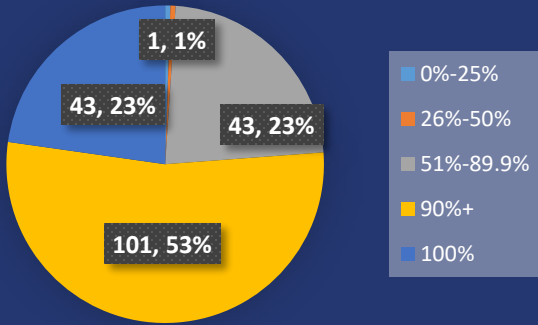
Trimester 1- Regular Attendee School Day Attendance Rate



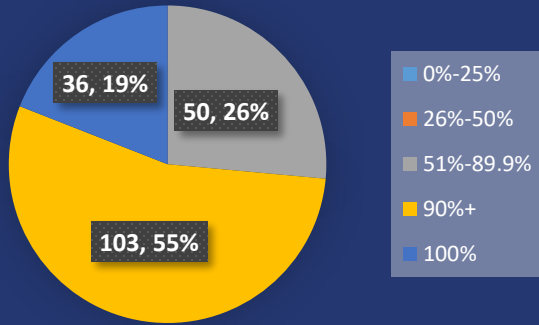
Trimester 2- Regular Attendees School Day Attendance Rate



Trimester 3- Regular Attendees School Day Attendance Rate



Trimester 4- Regular Attendees 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, 20 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>I can do a good job if I try enough.</i>	84%
Interpersonal Skills	<i>I feel bad when someone gets their feelings hurt.</i>	95%
Self-Regulation Skills	<i>This program has helped me be better at controlling my temper.</i>	81%

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 Adams 21st Century site.

RGI recommends, the Adams program develop an attainable plan to administer and collect Family Surveys during the 2022-2023 program year. Gathering more feedback from family members will provide program with knowledge on areas of improvement and need of those program is serving.

e. Community Collaborations

Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	Yakima Community Coalition, Pacific Northwest University of Health Sciences, ESD 105, City of Yakima	\$13,100.00
Donated Materials	-	-
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2021-22 year		\$13,100.00

VII. Appendix

A. Program Recommendations

Attendance/ Retention: During the second year, the program met its goal to serve 112 regular attendees, however they did serve a high number of youth for 30 days or more. As the staff begin the third 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 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- Adams 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>Adams Elementary will broaden the access to afterschool. With a combination of formal and informal learning, out of school time programs help youth develop in all domains. Research indicates that youth with the opportunity to build positive peer and adult relationships have better school and community connectedness. Adams 21st Century Program will provide quality before and after-school programming containing enrichment and academic based activities that will meet the needs of all youth.</p>	<p>Establish Adams 21st Century Program and meet 30-day attendance goal</p> <p>Partner with Adams school building to provide/offer family nights</p> <p>Provide a monthly program schedule to the Adams School leadership and staff</p>	<p>Program Director</p> <p>School based program staff, partnerships with principle, assistant principal, and school counselors</p> <p>Partnerships- PNWU, 4-H, Central Washington University, Yakima Valley Community College, Heritage University, Local rock-climbing group, EPIC, Yakima Community Coalition, Warehouse Theater</p> <p>ESD 105 Reading and Math Coordinator</p> <p>21st CCLC Data Specialist</p> <p>Professional Structure Programming Meetings</p>	<p>Program will provide a program newsletter, flyers, and activity sign-up sheets to all program participants.</p> <p>Program will offer- STEAM, Reading, Math SEL activities to all youth. Program will partner with church buddy partnership to provide volunteers for more complicated projects and crafts.</p> <p>Participating youth will get to read a book and keep materials to build a home library.</p> <p>Program will provide 2 hours of school and or community-based family nights monthly. (Nights are TBD based on COVID restrictions)</p> <p>Monthly and weekly lesson plans, coordinating materials, and training are provided to site staff.</p> <p>Program Director will coordinate monthly/ quarterly meetings with site staff and district staff to provide updates on grant goals, programming and any policy and procedures that need clarification.</p>	<p>All youth look forward to attending program and have a clear understanding of what program will provide for the week/ month.</p> <p>Program can connect with students and adults who are participating.</p> <p>All participating youth will get to follow along with staff and their own book during reading time.</p> <p>Families and adults know about 21st CCLC and support staff.</p> <p>Site staff feel less burnout, trust program structure, and can take ownership of the program.</p> <p>Meetings will ensure; program site goals are met, there is open communication, space to provide questions and or concerns regarding the grant. All meeting attendees have a clear understanding of the grant.</p>	<p>Participating program youth school day attendance is improved.</p> <p>21st CCLC program has established a presence within the school building.</p> <p>Families and adults trust program and program staff to provide activities afterschool.</p> <p>School day staff know about 21st CCLC and support the program.</p> <p>School staff and program staff go to ESD for questions regarding programming.</p>

2022-2023 Logic Model- Adams 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 the Adams 21st Century Program was launched in Summer 2021, Covid-19 was still disrupting Yakima County. Due to the increase in Covid-19 cases, the program was remote for half of the 2021-2022 program year. Consequently, this calls for a strong program presence to be established within the 2022-2023 program year. A stronger 21st Century Program presence will serve more youth and provide them with the best possible support. The program will join forces with other programs and collaborate, so youth and families receive all the resources available to them.</p>	<p>Increase Student Participation</p> <p>Increase Family Involvement</p> <p>Bridge Resources at Adams to provide programming</p>	<p>ESD Team</p> <p>ESD Data Manager- Yvonne Avalos</p> <p>Adams 21st Century Staff</p> <p>Adams School Staff</p> <p>Communities in Schools- Paola Huerta Barbosa</p> <p>Migrant Student Advocate</p> <p>Funding 21st Century ESSER Grant</p> <p>Partnerships IAL Grant Perry Tech Pacific Northwest University Central Washington University Warehouse Theater</p> <p>ESD Development Curriculum and PCS Edventures</p> <p>Materials Keva Planks Legos Books Art/ STEM Supplies</p>	<p>Program partners with an existing school program to offer youth and family services.</p> <p>Program will offer a variety of family activities for a duration of 2 hours each month. (Fun literacy events, STEM, Theater Plays)</p> <p>Staff will offer a daily social emotional time; student share feelings, discuss emotions, identify emotions, learn coping strategies.</p> <p>Program in partnership with the school building will distribute a quarterly 21st Century Newsletter to families.</p> <p>Staff will survey families to learn about their interest and needs. Program will then offer a parent workshop based on the feedback.</p>	<p>Partnering with a program will increase youth and adult enrollment. Program will also streamline planning and offering services through these partnerships.</p> <p>Youth who participate in SEL will learn a variety of coping strategies. Youth will also learn how to manage emotions.</p> <p>Targeted families learn about 21st Century and different resources.</p> <p>Targeted families who respond to the survey will share their interest/needs. Program will then be able to partner and or offer a interest based parent workshop.</p>	<p>Program increases student enrollment by 30% compared to previous year.</p> <p>All students feel comfortable and have the opportunity to share their thoughts during activities.</p> <p>All students learn a variety of SEL coping strategies.</p> <p>All Adam Families/Adults are aware of 21st Century.</p> <p>Program increases family/adult enrollment by 30% compared to previous year.</p> <p>All 21st Century participating families know at least 2 SEL resources.</p> <p>Program staff offer Family engagement activities within the school building.</p>

III. McKinley Elementary School

A. Summary

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at McKinley 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 McKinley 21st Century and that is how the program will be addressed throughout this report.

The McKinley 21st Century goal is to provide extended day academic assistance and enrichment activities for 100 participants and of those 80 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 site interview, Yakare Garduno Espinoza said the program's strength was connecting with participants. Some of the quiet youth gradually began to feel comfortable and participated more in the activities. As a first step, staff took time to meet one-on-one with youth to better support them. Many of the students felt included and supported as a result of this.

Including social emotional learning into programs was another success noted by Garduno Espinoza. Ten to fifteen minutes of SEL time were always part of the start of the program. The staff asked youth about their feelings during this time. The time was intentionally set aside so youth could express their feelings and identify emotions. When youth have conflicts or any problems, they know they can speak with staff about what they are experiencing. SEL time also provides youth with the opportunity to discuss what they or their peers can do to feel better and how to manage their emotions.

Providing youth with a variety of materials was another success noted by the program. Staff would provide different kits to participants during remote sessions. Materials changed according to the session. Among the items youth were most excited about receiving were books, Legos, shapes, paints, and wood art projects. Keeping the materials was an exciting and gratifying experience for most of the youth.

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 McKinley 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.

The program was hindered by transportation issues. In the absence of transportation, many youth were unable to participate. 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. Garduno Espinoza explained that many families wished their youth would be able to participate, but without transportation, their children were unable to do so. Consequently, McKinley 21st Century had low participation rates.

The program also faced competition from other extracurricular activities. One of the requirements for the program is for youth to commit to attend 21st Century everyday Tuesday through Friday. A large number of the youth who inquired about the program were also involved in sports. In order to fill the program's enrollment gap, staff allowed youth who were also participating in other programs to participate. Consequently, most youth would only attend the program three days a week instead of four. Due to the program's proposed 30-day or longer duration, this was also a challenge.

Lastly, the program also faced staff burnout. Having been remote for two years, returning to longer school days was not easy for youth. When school was held in person and the program was virtual, this problem became more evident. The number of participants and the level of participation were very low. Youth who participated often logged off the program early because they were not engaged.

c. Recommendations and Next Steps

The Site Coordinator is strongly recommended to meet on a monthly basis with school administration to inform them about the program and its needs. As part of creating a program presence among the McKinley School staff, the Site Coordinator should attend all school staff meetings. By interacting with the school, staff can establish a strong relationship with the school.

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.

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.

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.

Our **Pathway to Success** (Pathway) program builds on an established strategic partnership between Educational Service District 105 (located in Yakima), Yakima School District, Enterprise for Progress in the Community (EPIC), a community-based organization located in Yakima, and

other local community service providers that came together to create a pathway for Yakima students to achieve academic success. All these partners bring unique resources, expertise and experience in a new way to provide essential supports for students on their pathway to academic achievement, well-being and success.

Yakima School District is a mid-size and high-need school district with one of the most diverse student populations in the state. EPIC is a community-based organization that provides a range of Head Start and early childhood educational services to children and families. EPIC will be a key partner at our Yakima target schools providing a range of educational services to families. The COVID-19 pandemic has changed the way supports were offered during the 2021-2022 program year and will continue to impact program in the 2022-2022 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 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 McKinley 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 hybrid program. The following was found:

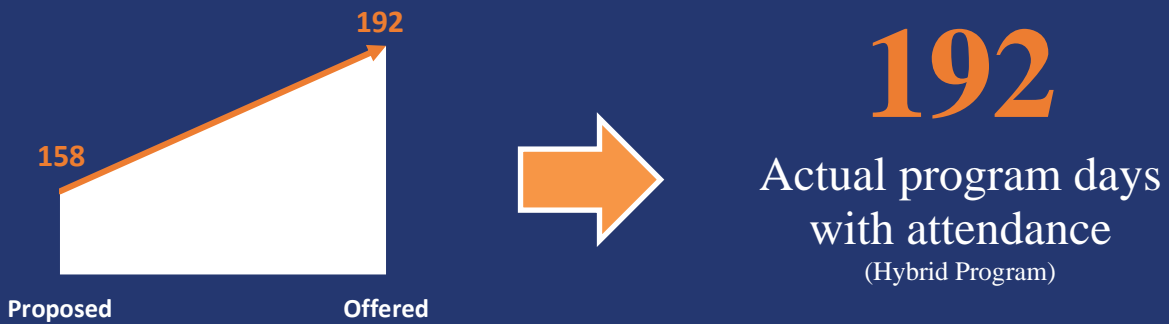
a. Operations

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 virtual and operated Monday through Friday for a total of 10 hours each week. In the grant application, a six-week summer program five days per week, was proposed. This resulted in a goal of hosting 30 days of summer program, which was met.

School Year 2021-22 Program: The school year program operated a hybrid program for 162 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 four days per week for 32 weeks during the school year, totaling 128 days of program. McKinley proposed a program year that operated for a total 128 days and met the target goal. Through hybrid programming the McKinley 21st Century site met **127%** 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



b. Serving the Target Population

Population Served Demographics



Recruitment & Retention: In order to recruit participants for the summer program, ESD 105 created flyers. After the flyers were created, school administration was asked to distribute them. In addition, an online registration method was implemented. The school was given the flexibility to target the students they felt needed the program and identified youth who would benefit from attending 21st Century.

During the Fall and Spring program, staff distributed flyers, made phone calls, and met with families to explain more about the 21st Century program. The program was also provided with a list of students belonging to the migrant demographic. After identifying those families, staff contact them. Following contact with those students, academics were reviewed, and it was determined which students required more support. When the remaining slots of the program became available for registration, students were able to register if they were interested.

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	2nd & 3rd Grade	Kinder and 1st Grade
Birds Build a nest Don't Break the Bank Google Meet 4th Grade Google Meet 5th Grade Alma and How She got Her Name Disenchanted Dreamers Esperanza Rising Flores Family Cafe Gratitude Magazine Mid Winter Break Magazine Odd Pig Out Pattern Blocks Remote Class Materials (Jan., Feb.)	Brain Awareness Day BrickLab Jet Build Dinner on Domingos and BrickLab Man of Steel Radio Man and VrickLab Caped Crusader Spring Take Home Activities The Proudest Blue and Brain Power The Year We Learned to Fly and BrickLab Avengers	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 served at this after-school site was 100 youth. Of those youth 80 youth are to be served regularly. 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: 132

Total 30+ days: 93

Goal: 100

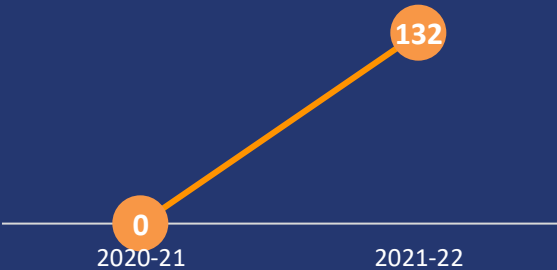
■ 1-15 days ■ 16-29 days ■ 30-59 days ■ 60 -89 days ■ 90+ days

Student %	5%	25%	48%	11%	12%
Student #	6	33	63	14	16

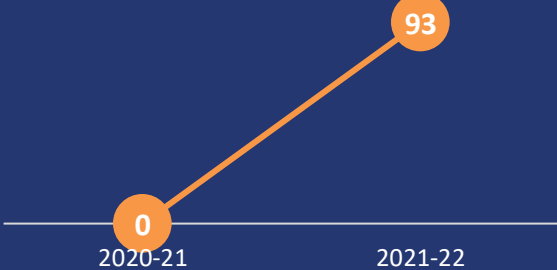
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities, the center turned to hybrid programming. As a result, the McKinley Program, participation and retention fluctuated. A larger number of students were able to access program services, which resulted in reaching the regular attendance goal. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 70% 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 2 years.

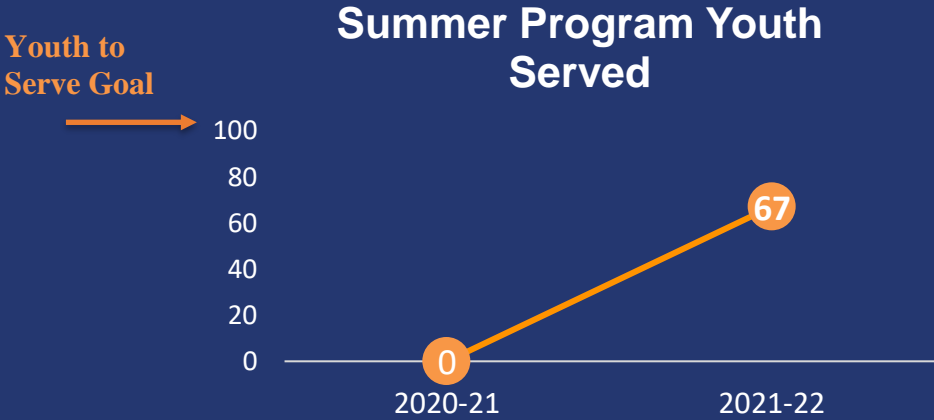
Youth Served 2 Year Attendance



Regular Attendees Served 2 Year Attendance



As part of the Summer Program, the McKinley 21st Century site served 67 youth in its second year. The goal of serving 100 students during the summer was not met. The program achieved 67% of this goal. Due to the timeline of the Cohort 17 grant competition, year one of the grant was considered to be in 2020-2021 (January 2021 through May 2021). During year one, all program planning was done for year two. The grant's second year began with Summer Program 2021. Below is a chart illustrating how many youth were served during the first summer program.



Family Members Served Program Wide (Goal*50)

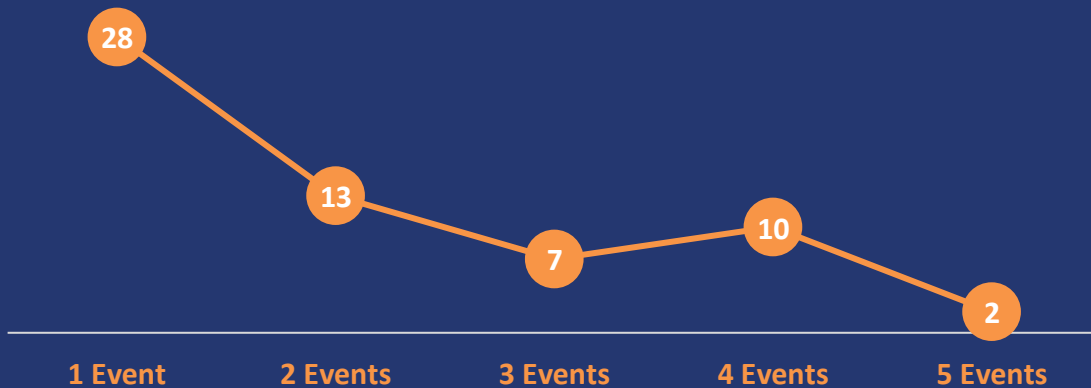
Served 60 Family Members

The McKinley Program held 9 family engagement events in its second year. Below is a list of all the events that were offered to family members of the McKinley Program participants.

9 Family Events Offered	Event Name	Number of Sessions
	Birds Build a Nest	1
	Family Stories	1
	Gratitude Magazine	1
	Recipe Card Esperanza	1
	Robot Engineering Night	1
	Spring Conference & Take Home Activities	1
	Winter Magazine	1
	Loteria Night	1

Of the 60 family members served, 44 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 in each session.* From the total number of regular attendee family members, twenty-seven (27%) 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 28 hours of family engagement over the course of 12 months. Program offered an average of 2 hours and 20 minutes per month. Despite offering activities program did not meet the family engagement requirement. In the request for proposal Cohort 17, 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 increase 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 will be measured using local data. Furthermore, the grant also included measuring **local** academic gains in reading and math using MAP Assessments. Similarly, to state testing the local math assessment was not administered this Spring. The grant also included measuring **student behaviors** using the Youth Skills and Belief Survey for direct student feedback. The survey was 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 event attendance and surveys. Surveys were not submitted therefore data survey data will not be reported on for 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 the Grant Outcomes Table for findings.

Grant Outcomes

These outcomes were measured during the 2021- 2022 program year

Student Performance Outcomes	Target	Cohort Average	McKinley
Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	99%	99%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	78%	99%
Regular attending students will demonstrate a growth mindset	80%	96%	80%
Regular attending students will demonstrate interpersonal skills	80%	96%	87%
Regular attending students will demonstrate self-regulation skills	80%	91%	80%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	72%	78%
Self and external observations will be completed, scored and entered into Scores Reporter	100%	100%	100%
Staff will attend the Live Planning with Data training to review scores	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 in each session	80%	Insufficient Data	No Data
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session	75%	19%	27%

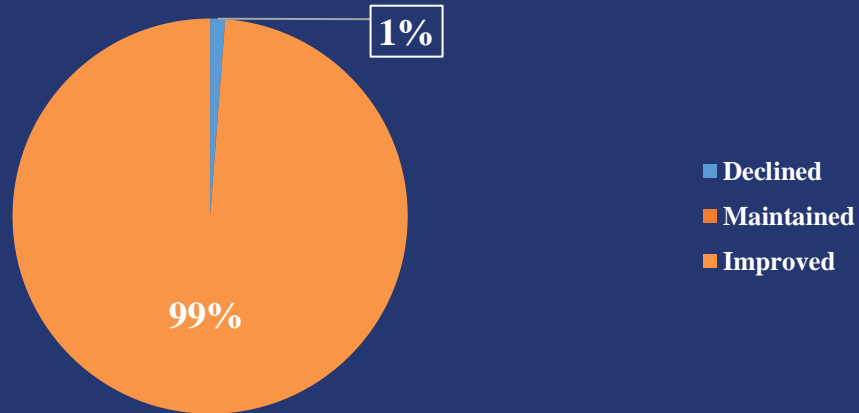
Local Academic Data:

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. The School District did not administer a District wide Math assessment during the 2021-2022 school year. In working with the Program Director too identify appropriate measures to assess student academic gains, the program selected to use **Dibbels Assessment** data.

The McKinley 21st Century program submitted Dibbels Assessment scores for reading using Fall 2021 and Spring 2022 data. Of the 82 reading scores analyzed by RGI Corporation; 81 (99%) youth improved their reading scores.

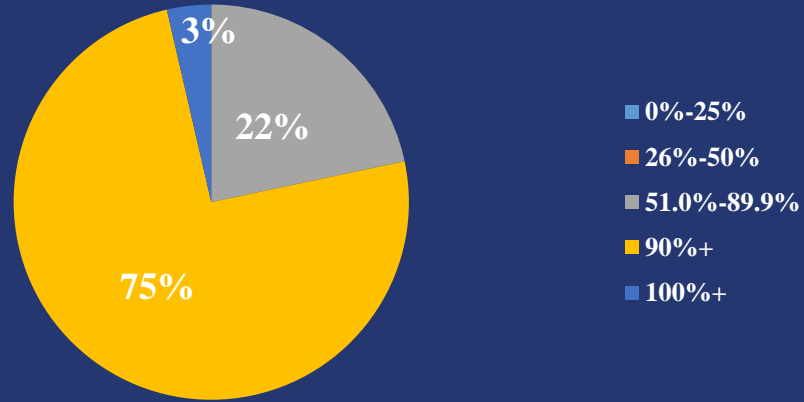
The following chart illustrates the academic results in reading:

81 Regular Attendees Improved Dibbel Assessment Scores from Fall 2021 to Spring 2022



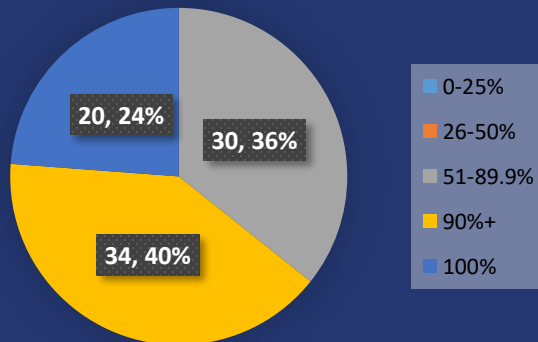
School-day attendance annual records for 83 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees 18 had a daily school-day attendance rate of 51%- 89.9%, 62 students had 90% or greater attendance rate, and 3 students had a 100% daily school attendance rate. The chart on the following page demonstrates the total percentage of days regular attending youth were present during the school-day:

65 Regular Attending Students had a 90% or better School Day Attendance Rate

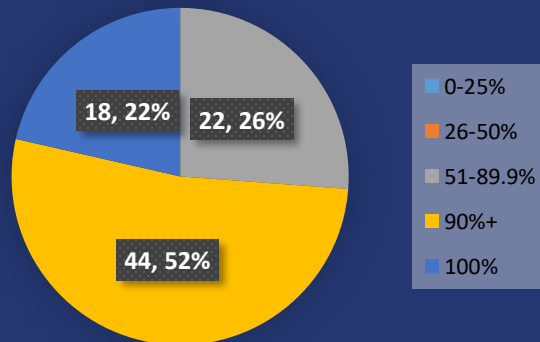


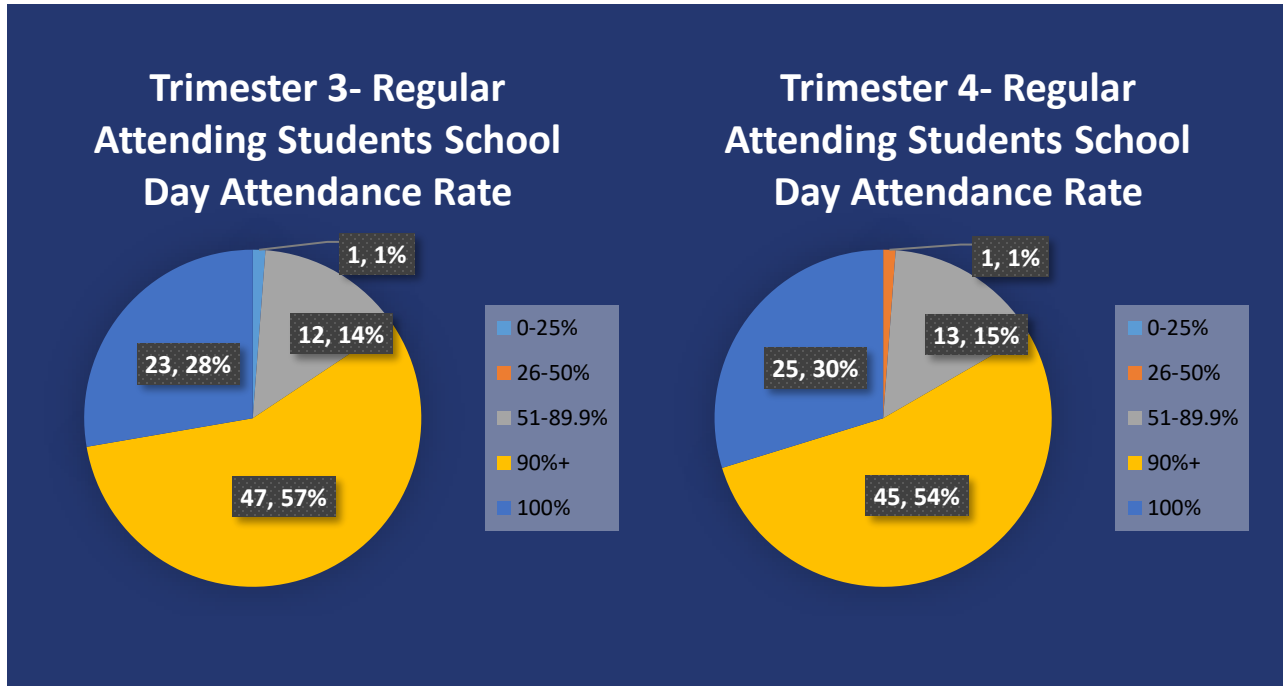
A review of quarterly attendance records was also conducted at the end of the year. The school year at McKinley Elementary is divided into four trimesters: Trimester 1, Trimester 2, Trimester 3, and Trimester 4. After reviewing Trimester 1 and Trimester 2, RGI identified a high percentage of chronic absenteeism among youth. Several factors contributed to chronic absenteeism, including Covid-19, remote learning, and occasional school closures. In the Spring, Covid-19 rates declined and absenteeism percentages decreased. The following charts display the attendance rates for regular attending students for Trimester 1 through Trimester 4.

Trimester 1- Regular Attending Students School Day Attendance Rate



Trimester 2- Regular Attending Students 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, 62 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>I can do a good job if I try enough.</i>	90%
Interpersonal Skills	<i>I feel bad when someone gets their feelings hurt.</i>	90%
Self-Regulation Skills	<i>This program has helped me learn that my feelings affect how I do at school.</i>	89%

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 McKinley 21st Century site.

RGI recommends, the McKinley program develop an attainable plan to administer and collect Family Surveys during the 2022-2023 program year. Gathering feedback from family members will provide program with knowledge on areas of improvement and need of those program is serving.

e. Community Collaborations

Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	Yakima Community Coalition, Pacific Northwest University of Health Sciences, ESD 105, City of Yakima	\$13,100.00
Donated Materials	-	-
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2021-22 year		\$13,100.00

VII. Appendix

A. Program Recommendations

Attendance/ Retention: During the second year, the program met its goal to serve 112 regular attendees, however they did serve a high number of youth for 30 days or more. As the staff begin the third 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 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- McKinley 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>A Yakima schools student learning loss during Covid-19 Assessment results indicated that McKinley Elementary students suffered 74% of learning loss. As an intervention to help students from falling behind McKinley Elementary is committed to provide high quality academic support and enrichment activities through the implementation of the 21st Century Program. Students participating in the program will show increased engagement in learning and improve academics.</p>	<p>Establish McKinley 21st Century Program and meet 30-day attendance goal</p> <p>Partner with McKinley school building to provide/offer monthly family nights</p> <p>Provide a monthly program schedule to the McKinley School leadership and staff</p>	<p>Program Director</p> <p>School based program staff, partnerships with principle, assistant principal, and school counselors</p> <p>Partnerships- PNWU, 4-H, Central Washington University, Yakima Valley Community College, Heritage University, Local rock-climbing group, EPIC, Yakima Community Coalition, Warehouse Theater</p> <p>ESD 105 Reading and Math Coordinator</p> <p>21st CCLC Data Specialist</p> <p>Professional Structure Programming Meetings and Trainings</p>	<p>Program will provide a program newsletter, flyers, and activity sign-up sheets to all program participants.</p> <p>Program will offer- Homework Assistance, STEAM, Reading, Math, and SEL activities to all youth.</p> <p>Program will partner with Yakima Valley Community College to provide K-5th grade youth a reading buddies session.</p> <p>Program will provide 2 hours of school and or community-based family nights monthly. (Nights are TBD based on COVID restrictions)</p> <p>Monthly and weekly lesson plans, coordinating materials, and training are provided to site staff.</p> <p>Program Director will coordinate monthly/ quarterly meetings with site staff and district staff to provide updates on grant goals, programming and any policy and procedures that need clarification.</p>	<p>Participating youth look forward to program and know which activities they can participate in during the week/month.</p> <p>Staff can connect with students and adults who are participating. Youth recognize that help is available.</p> <p>All participating youth will partner with a YVCC student. Youth will learn to work collaboratively with their reading mentor while also improving their reading skills.</p> <p>50% of target family members attend family nights. During family programming families connect with staff all while learning and improving their educational skills to better support their youth.</p> <p>Site staff feel less burnout, trust program structure, and can take ownership of the program.</p> <p>Meetings will ensure; program site goals are met, there is open communication, space to provide questions and or concerns regarding the grant. All meeting attendees have a clear understanding of the grant.</p>	<p>Participating program youth school day attendance is improved.</p> <p>21st CCLC program has established a presence within the school building.</p> <p>Family members of participating youth trust program and staff to provide quality activities afterschool.</p> <p>School day staff know about 21st CCLC and support the program.</p> <p>School staff and program staff go to ESD for questions regarding programming.</p>

2022-2023 Logic Model- McKinley 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>In its first year, McKinley 21st Century had a difficult time establishing a program presence. 21st Century's services and programs were not well known to families, resulting in low participation rates. McKinley 21st Century Program aims to create collaborative partnerships between the school, the community, and the families. Strengthened partnerships will increase family involvement, strengthen connections to the community and school, and ensure that all who need after-school support can access it.</p>	<p>21st Century McKinley staff attend professional development specific to Social Emotional Learning</p> <p>Increase youth enrollment and participation.</p> <p>McKinley hosts family engagement events and workshops in the school building.</p> <p>Increase family engagement participation.</p>	<p>Program Coordinator Yakare Garduno E.</p> <p>McKinley Program Staff</p> <p>ESD 21st Century Team</p> <p>ESD Data Manager- Yvonne Avalos</p> <p>McKinley School Staff</p> <p>Funding 21st Century ESSER II Grant Community Donations</p> <p>Partnerships PNWU- STEM Activities IAL Grant</p> <p>Curriculum PCS Edventure STEMfinity</p> <p>Material Legos STEM supplies Art supplies Books</p>	<p>Each month program will offer 1 hour of professional development to personnel during the staff meeting.</p> <p>Program offers a daily Social Emotional Learning Time for all youth K-5 graders for the duration of 15 minutes, "Feeling Color Zones".</p> <p>Program will offer: Math, Reading, Art, Physical Activity, STEM through hands-on learning, tutoring.</p> <p>Site Coordinator will do outreach to all McKinley homerooms to announce program registration. Program will also be announced in the school newsletter.</p> <p>Program will provide 2 hours of family engagement each month in the McKinley School Building: Open House, Loteria Night, Dia del Niño, Movie Night.</p> <p>Program will partner with a community organization and offer a one-hour parenting workshop.</p>	<p>All staff members who attend the trainings to learn new skills and content to better support youth. Staff also apply learning knowledge to programming.</p> <p>Targeted participants learn how to express and identify their feelings/ emotions. Youth also learn how to participate in a group setting. All youth who participate share and reflect on their day.</p> <p>All youth who participate will learn different SEL coping strategies. Youth will also enhance their skills to interact with each other.</p> <p>All McKinley youth will be aware of 21st Century and registration dates.</p> <p>Targeted Family's will feel confident attending events and family involvement will increase.</p> <p>Family members who attend the workshop will receive parenting resources. Families will also learn who to talk too and how to navigate difficult situations.</p>	<p>Program staff report feeling confident assisting youth though the use of Social Emotional Learning coping strategies.</p> <p>All youth and families are aware of three Social Emotional Learning coping strategies and resources.</p> <p>Program increased enrollment and youth participation by 30% compared to the previous year.</p> <p>Staff offer a Summer, Fall, and Spring Family engagement activity/workshop in the McKinley school building.</p> <p>All family members receive resources to strengthen parent-child relationships.</p> <p>Family involvement in program increases by 30% compared to the previous year.</p>

III. Ridgeview Elementary School

A. Summary

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at Ridgeview 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 Ridgeview 21st Century and that is how the program will be addressed throughout this report.

The Ridgeview 21st Century goal is to provide extended day academic assistance and enrichment activities for 100 participants and of those 80 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

A notable success of the program was youth recruitment, Cheyenne Louwien shared in an end-of-year interview. She explained that launching the program in the summer was challenging and the program had a low number of participants. However, during the year, staff saw a spike in youth enrollment. The program grew from 16 youth to 175 youth. Staff were excited to see such a high number and noted that the program was new to the school building so 21st Century was establishing program presence.

Louwien also noted that youth spoke positively about the program, saying statements such as "I had fun" and "I enjoyed it". Louwien also said youth enjoyed the crafts that accompanied the reading or math content. Among the program's strengths was giving youth the freedom to explore their imaginations and the opportunity to choose. Some of the weekly themes included: Cinderella around the World, Culture, Food, Stories, and Superheroes.

The program was also successful in engaging families. Louwien attributed this success to the strong partnership program and the school committee established. The partnership simplified planning family nights and allowed the program to offer more and a greater variety of activities. As the grant progresses, Coordinator Louwien hopes to see adult attendance increase but is content with the turnout for the year.

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 Ridgeview 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.

Over the course of the year, the program encountered several other challenges. Initially, the program was understaffed. When the program was being designed and the sessions were being conducted remotely, this problem became more challenging. In order to meet the needs of the youth, the program's design had to be adjusted constantly by the staff. The result was burnout among the staff.

Another challenge was the remote operation of the program from June 2021 to February 2022. There were low attendance rates, low motivation, and disengagement among youth during this

time period. Despite recruiting a large number of youth, the retention rate was not what staff expected. The program did not reach its regular attendance goal due to low participation numbers.

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

The Site Coordinator is strongly recommended to meet on a monthly basis with school administration to inform them about the program and its needs. As part of creating a program presence among the Ridgeview School staff, the Site Coordinator should attend all school staff meetings. By interacting with the school, staff can establish a strong relationship with the school.

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.

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.

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.

Our **Pathway to Success** (Pathway) program builds on an established strategic partnership between Educational Service District 105 (located in Yakima), Yakima School District, Enterprise for Progress in the Community (EPIC), a community-based organization located in Yakima, and other local community service providers that came together to create a pathway for Yakima students to achieve academic success. All these partners bring unique resources, expertise and experience in a new way to provide essential supports for students on their pathway to academic achievement, well-being and success.

Yakima School District is a mid-size and high-need school district with one of the most diverse student populations in the state. EPIC is a community-based organization that provides a range of Head Start and early childhood educational services to children and families. EPIC will be a key partner at our Yakima target schools providing a range of educational services to families. The COVID-19 pandemic has changed the way supports were offered during the 2021-2022 program year and will continue to impact program in the 2022-2022 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 October 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 Ridgeview 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 hybrid program. The following was found:

a. Operations

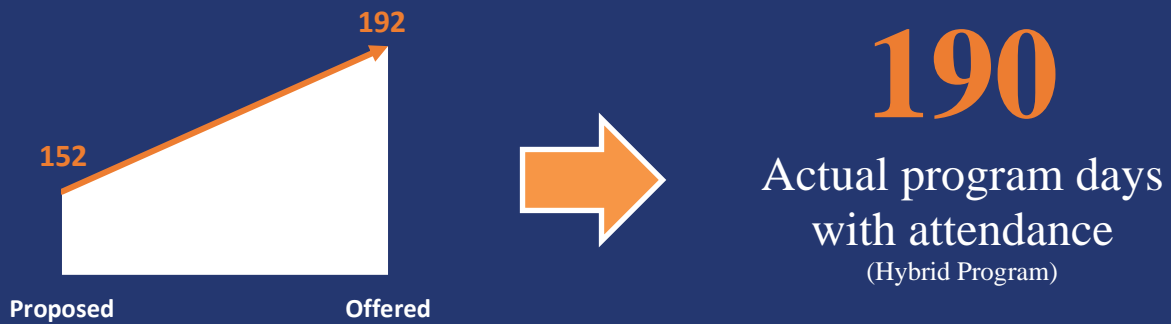
Summer 2021 Program: The program year began with a summer session on June 21, running for 30 days until July 30, 2021. Summer program was virtual and operated Monday through Friday for a total of 10 hours each week. In the grant application, a six-week summer program 4 days per week was proposed. This resulted in a goal of hosting 24 days of summer program, which was met.

School Year 2021-22 Program: The school year program operated a hybrid program for 162 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 four days per week for 32 weeks during the school year, totaling 128 days of program. Ridgeview proposed a program year that operated for a total

of 128 days and met the target goal. Through hybrid programming the Ridgeview 21st Century site met **127%** of the grant goal.

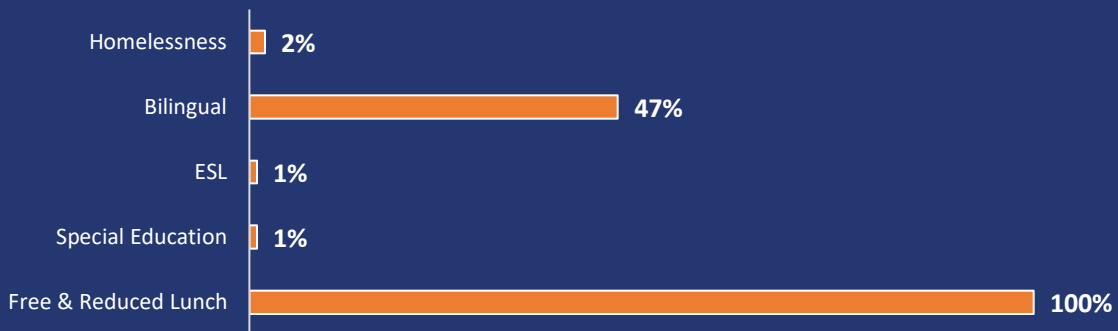
The program operations proposal for Summer and School Year combined is shown in the chart below, compared to the number of days that were offered at the site. To the right is the total days of virtual program with attendance entered into the EZ Reports Database System.

Available Program Days
Summer & School Year



b. Serving the Target Population

Population Served Demographics



Recruitment & Retention: In order to recruit participants for the summer program, ESD 105 created flyers. After the flyers were created, school administration was asked to distribute them. In addition, an online registration method was implemented. The school was given the flexibility to target the students they felt needed the program and identified youth who would benefit from attending 21st Century.

During the summer, the coordinator and ESD 21st Century Director began reaching out to school staff. As the program was not fully staffed, ESD 105 provided school staff with information about the 21st Century program. Several employees were hired through this initiative. As soon as the staff were hired, they began identifying youth who would benefit from 21st Century. Program staff worked with school leadership to recruit youth who fit the requirements of the program at Ridgeview, which is a tier 2 school. A constant recruitment effort was conducted throughout the school year, and program staff always advertised programs to attract families and youth.

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. Despite this effort, the program did not meet 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
- Pattern Blocks
- Remote Class Materials (Jan., Feb.)

2nd & 3rd Grade

- Brain Awareness Day
- BrickLab Jet Build
- Dinner on Domingos and BrickLab Man of Steel
- Radio Man and VrickLab 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

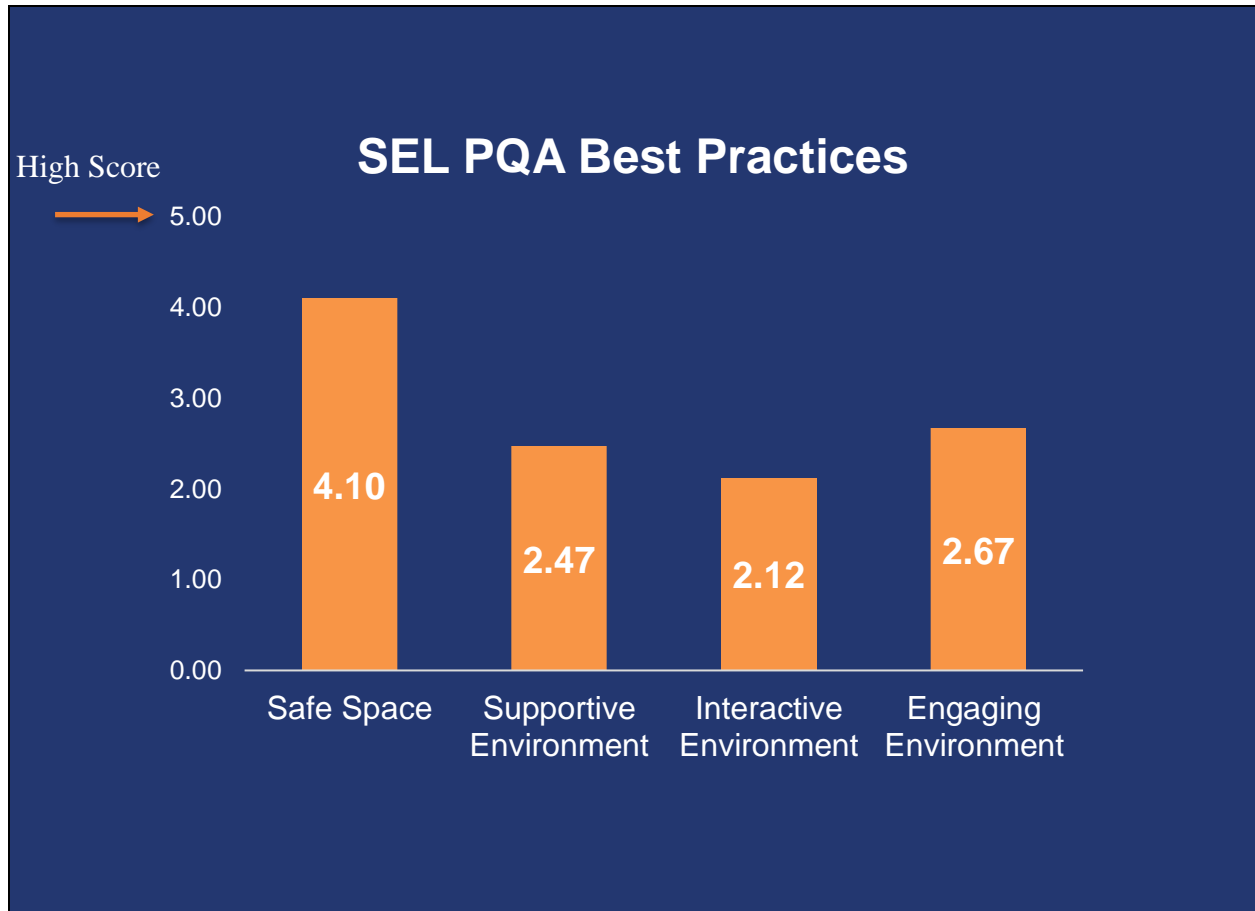
d. Transportation

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:



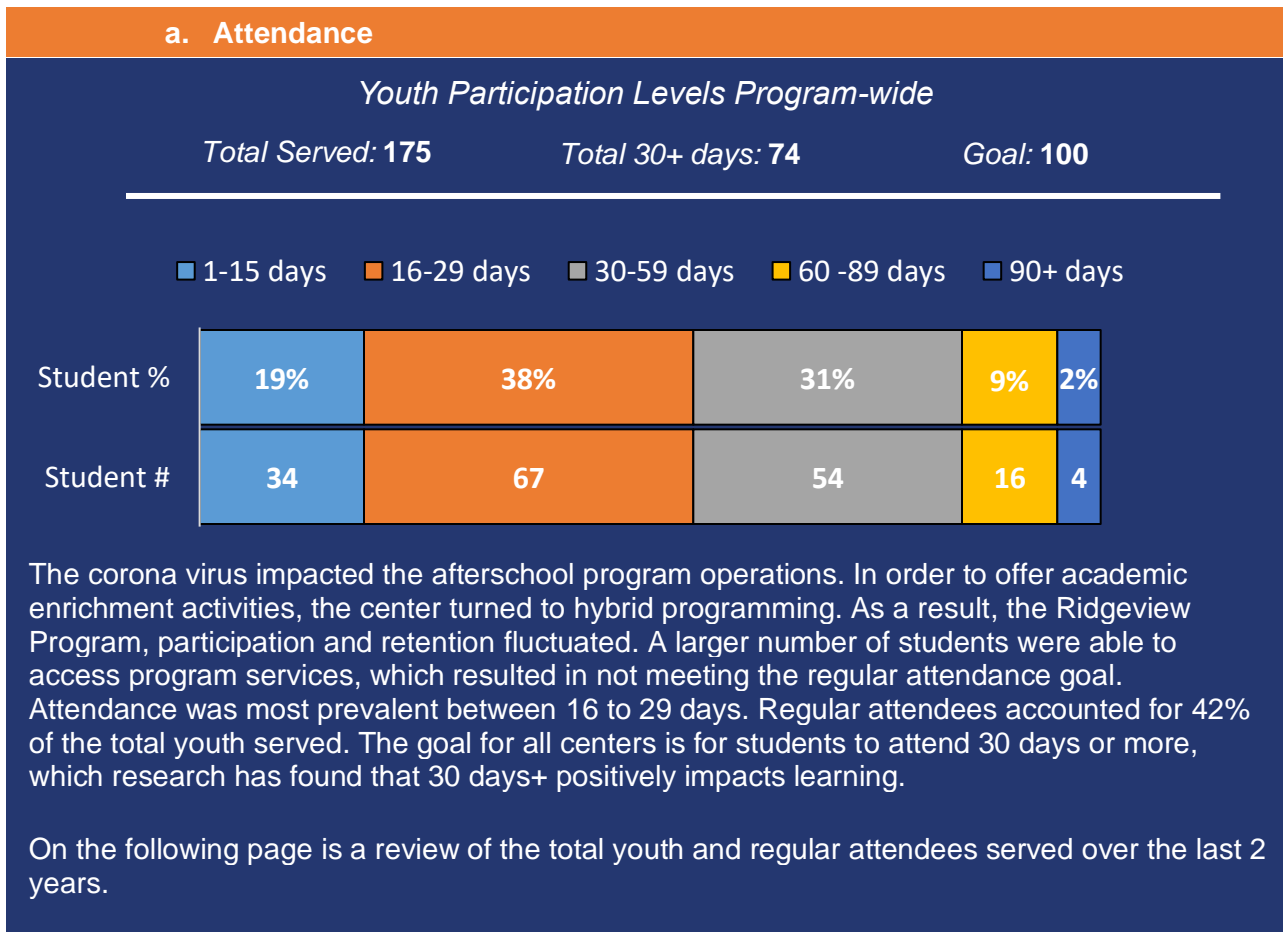
VI. Outcome Evaluation Plan & Results

A. Outcome Evaluation Plan

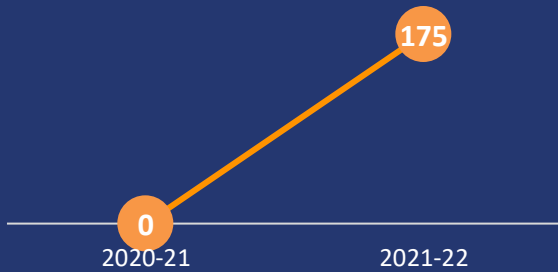
As stated in the Local Evaluation Guidelines, “**Outcome Evaluation** examines changes in participant knowledge, attitudes, and behaviors in order to understand the extent to which the program is bringing about changes”. This section reviews the outcomes of youth and family participation, academic achievement,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

B. Outcome Evaluation Results

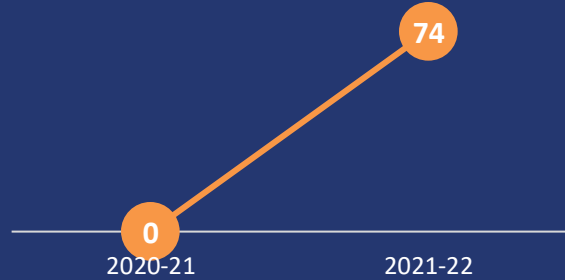
The goal for the number of students to be served at this after-school site was 100 youth. Of those youth 80 youth are to be served regularly. OSPI has defined that youth “regularly served” attend program for 30 days or more. This definition is based on research concluding that youth gain more academically if they attend more than 30 days in after-school programs.



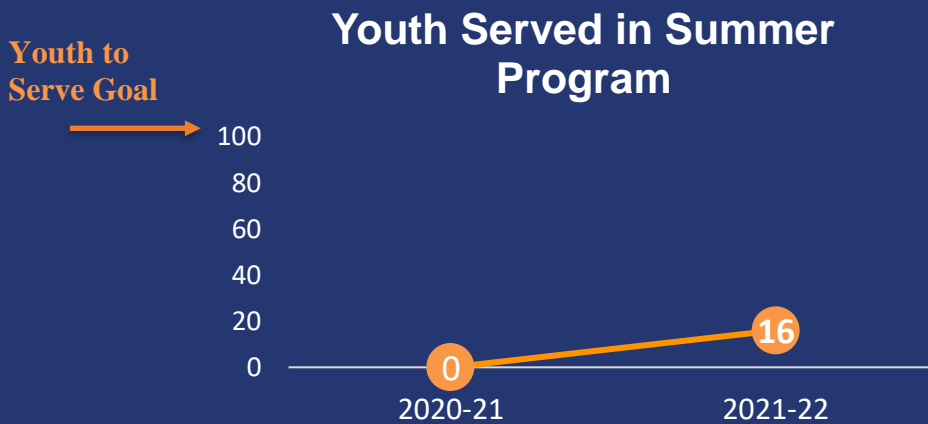
Youth Served 2 Year Attendance



Regular Attendees Served 2 Year Attendance



As part of the Summer Program, the Ridgeview 21st Century site served 16 youth in its second year. The goal of serving 100 students during the summer was not met. The program achieved 16% of this goal. Due to the timeline of the Cohort 17 grant competition, year one of the grant was considered to be in 2020-2021 (January 2021 through May 2021). During year one, all program planning was done for year two. The grant's second year began with Summer Program 2021. Below is a chart illustrating how many youth were served during the first summer program.



Family Members Served Program Grant Wide (Goal*50)

Served 99 Family Members

The Ridgeview Program held 11 family engagement events in its second year. Below is a list of all the events that were offered to family members of the Ridgeview Program participants.

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

Of the 99 family members served, 52 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 in each session.* From the total number of regular attendee family members, eighteen (35%) 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 30 hours of family engagement over the course of 12 months. Program offered an average of 2 hours and 30 minutes per month. Through the various activities offered, program met the family engagement requirement every month during

the school year. In the request for proposal Cohort 17, 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 increase 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 will be measured using local data. Furthermore, the grant also included measuring local academic gains in reading and math using MAP Assessments. Similarly, to state testing the local math assessment was not administered this Spring. The grant also included measuring student behaviors using the Youth Skills and Belief Survey for direct student feedback. The survey was 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 event attendance and surveys. Surveys were not submitted therefore data survey data will not be reported on for 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 the Grant Outcomes Table for findings.

Grant Outcomes

These outcomes were measured during the 2021- 2022 program year

Student Performance Outcomes	Target	Cohort Average	Ridgeview
Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	99%	100%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	78%	100%
Regular attending students will demonstrate a growth mindset	80%	96%	80%
Regular attending students will demonstrate interpersonal skills	80%	96%	84%
Regular attending students will demonstrate self-regulation skills	80%	91%	68%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	72%	82%
Self and external observations will be completed, scored and entered into Scores Reporter	100%	100%	100%
Staff will attend the Live Planning with Data training to review scores	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 in each session	80%	Insufficient Data	No Data
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session	75%	19%	35%

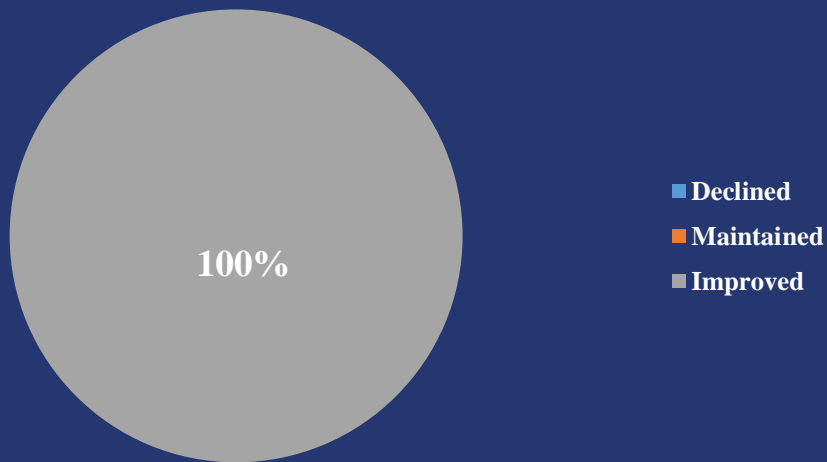
Local Academic Data:

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. The School District did not administer a District wide Math assessment during the 2021-2022 school year. In working with the Program Director to identify appropriate measures to assess student academic gains, the program selected to use **Dibels Assessment** data.

The Ridgeview 21st Century program submitted Dibels Assessment scores for reading using Fall 2021 and Spring 2022 data. Of the 71 reading scores analyzed by RGI Corporation; 71 (100%) youth improved their reading scores.

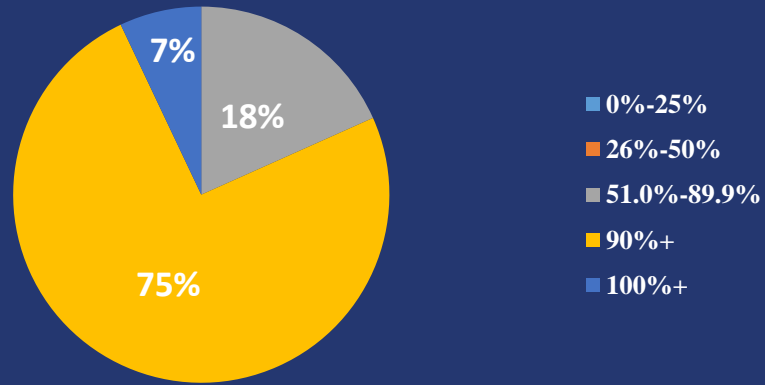
The following chart illustrates the academic results in reading:

All Regular Attendees Improved Dibels Scores from Fall 2021 to Spring 2022



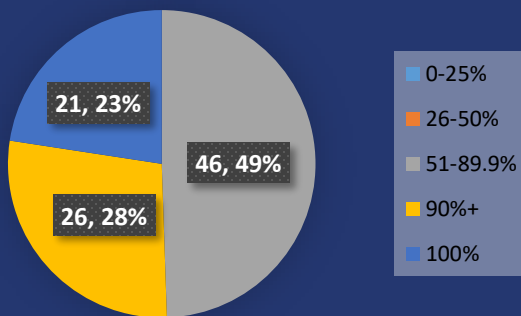
School-day attendance annual records for 71 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees 13 had a daily school-day attendance rate of 51%- 89.9%, 53 students had 90% or greater attendance rate, and 5 students had a 100% daily school attendance rate. The chart on the following page demonstrates the total percentage of days regular attending youth were present during the school-day:

63 Regular Attendees had a 90% or better School Day Attendance Rate

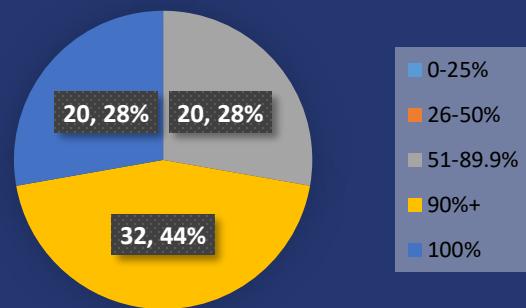


A review of quarterly attendance records was also conducted at the end of the year. The school year at Ridgeview Elementary is divided into four trimesters: Trimester 1, Trimester 2, Trimester 3, and Trimester 4. After reviewing Trimester 1 and Trimester 2, RGI identified a high percentage of chronic absenteeism among youth. Several factors contributed to chronic absenteeism, including Covid-19, remote learning, and occasional school closures. In the Spring, Covid-19 rates declined and absenteeism percentages decreased. The following charts display the attendance rates for regular attending students for Trimester 1 through Trimester 4.

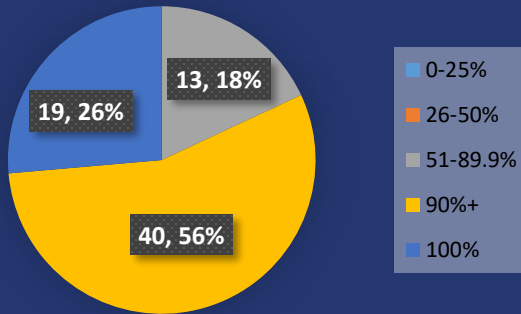
Trimester 1- Regular Attendees School Day Attendance Rate



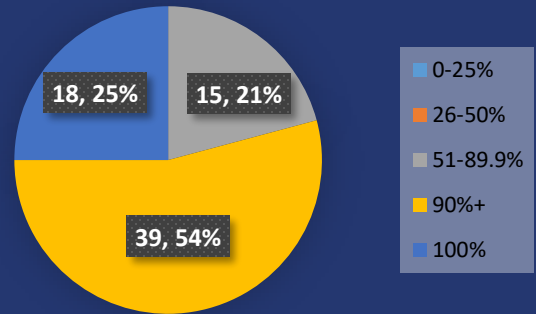
Trimester 2- Regular Attendees School Day Attendance Rate



Trimester 3- Regular Attendees School Day Attendance Rate



Trimester 4- Regular Attendees 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, 51 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>I can do a good job if I try enough.</i>	86%
Interpersonal Skills	<i>I feel bad when someone gets their feelings hurt.</i>	92%
Self-Regulation Skills	<i>This program has helped me learn to resist doing something when I know I shouldn't do it.</i>	78%

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 2 family surveys were submitted by the Ridgeview 21st Century site.

RGI recommends, the Ridgeview program develop an attainable plan to administer and collect Family Surveys during the 2022-2023 program year. Gathering more feedback from family members will provide program with knowledge on areas of improvement and need of those program is serving.

e. Community Collaborations

Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	Yakima Community Coalition, Pacific Northwest University of Health Sciences, ESD 105, City of Yakima	\$13,100.00
Donated Materials	-	-
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2021-22 year		\$13,100.00

VII. Appendix

A. Program Recommendations

Attendance/ Retention: During the second year, the program met its goal to serve 112 regular attendees, however they did serve a high number of youth for 30 days or more. As the staff begin the third 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 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- Ridgeview 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>According to a teacher survey conducted at Ridgeview Elementary students suffered a tremendous amount of learning loss to which they estimate will take 17 months for students to catch-up on their learning loss. Within the same survey Ridgeview teachers recommended that before, after, and summer school were provided to help youth make-up learning loss. Ridgeview Elementary will provide a high-quality summer, before, and after school program that provides academic and enrichment activities to fill youth learning needs. Research shows that high quality afterschool environments foster positive effects on academic performance, attitude toward self and others and social emotional skills.</p>	<p>Establish Ridgeview 21st Century Program and meet 30-day attendance goal</p> <p>Partner with Ridgeview school building to provide/offer monthly family nights</p> <p>Program will build a relationship with Ridgeview's incoming leadership and school staff</p> <p>Provide a monthly program schedule to the Ridgeview School leadership and staff</p>	<p>Program Director</p> <p>School based program staff, partnerships with principle, assistant principal, and school counselors</p> <p>Partnerships- PNWU, 4-H, Central Washington University, Yakima Valley Community College, Heritage University, Local rock-climbing group, EPIC, Yakima Community Coalition, Warehouse Theater</p> <p>ESD 105 Reading and Math Coordinator</p> <p>21st CCLC Data Specialist</p> <p>Professional Structure Programming Meetings and Trainings</p>	<p>Program will provide a monthly program newsletter, flyers, and weekly activity sign-up sheets to all program participants.</p> <p>Program will offer weekly- STEAM, Reading, Math, and SEL, activities to all youth.</p> <p>Math activities will include monthly Math for Love and Math Fluency Games</p> <p>Monthly reading home library activities will be provided to families</p> <p>Program will provide a physical education session to all youth. Sessions will include yoga, outdoor play, Bike riding ect.</p> <p>Program will partner with 4-H to provide a variety of youth development programing to all youth.</p> <p>Program will provide 2 hours of school and or community-based family nights monthly. (Nights are TBD based on COVID restrictions)</p> <p>Monthly and weekly lesson plans, coordinating materials, and training are provided to site staff.</p> <p>Program Director will coordinate monthly/ quarterly meetings with site staff and district staff to provide updates on grant goals, programming and any policy and procedures that need clarification.</p>	<p>Participating youth look forward to program and know which activities they can participate in during the week/month.</p> <p>Staff can connect with students and adults who are participating. Youth recognize that help is available.</p> <p>All participating youth will learn about physical education and the importance of physical activity.</p> <p>All participating youth will have hands-on experience in mentoring and leadership opportunities.</p> <p>50% of target family members attend family nights. During family programing families connect with staff all while learning and improving their educational skills to better support their youth.</p> <p>Site staff feel less burnout, trust program structure, and can take ownership of the program.</p> <p>Meetings will ensure; program site goals are met, there is open communication, space to provide questions and or concerns regarding the grant. All meeting attendees have a clear understanding of the grant.</p>	<p>Participating program youth school day attendance is improved.</p> <p>21st CCLC program has established a presence within the school building.</p> <p>Family members of participating youth trust program and staff to provide quality activities afterschool.</p> <p>School day staff know about 21st CCLC and support the program. School staff and program staff go to ESD for questions regarding programming.</p>

2022-2023 Logic Model- Ridgeview 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>There is a need for additional support as programs return to in-person learning. A positive impact can be seen on youth development and resilience when family and community involvement is incorporated into an afterschool setting. The Ridgeview 21st Century Program will support participants' academic achievement and learning opportunities through strong partnerships with parents, school staff, and the community.</p>	<p>Establish open communication with school day staff</p> <p>Increase family engagement and involvement</p> <p>Increase collaborative partnerships</p>	<p>ESD 105 Team</p> <p>ESD Data Manager- Yvonne Avalos</p> <p>Ridgeview 21st Century Staff</p> <p>Ridgeview School Staff</p> <p>Communities in Schools</p> <p>Funding</p> <p>21st Century</p> <p>ESSER Grant</p> <p>Partnerships</p> <p>IAL Grant</p> <p>Perry Tech</p> <p>Pacific Northwest University</p> <p>Central Washington University</p> <p>Warehouse Theater</p> <p>EPIC</p> <p>ESD Development Curriculum and PCS</p> <p>Edventures</p> <p>Materials</p> <p>Keva Planks</p> <p>Legos</p> <p>Books</p> <p>Art/ STEM Supplies</p>	<p>Program staff attended quarterly Ridgeview all staff meetings.</p> <p>Program in partnership with the school building will distribute a quarterly 21st Century Newsletter to families.</p> <p>Program will offer a variety of family activities for a duration of 2 hours per month.</p> <p>Program staff will attend or receive professional development training once a month.</p> <p>ESD Team will work with the ESD social media manager to share-out program highlights.</p> <p>Program will partner with EPIC and engage in community outreach- through the partnerships the partners will provide programming, family support, and resources.</p>	<p>Program staff are able to share 21st Century highlights and network amongst the staff.</p> <p>Through the distribution of the Newsletter, program will increase participants, create program awareness, and establish new partnerships.</p> <p>Participating families will engage with their youth and learn new ways to better support them.</p> <p>Program staff who attend the trainings will gain facilitation skills and implement them during program.</p> <p>The community will learn about 21st century and creative hands-on learning participants are engaged in.</p> <p>Through the newly established partnerships, 21st century will be able to provide more services to families. Families will also learn about resources available to them.</p>	<p>Improved communication and networking amongst 21st Century staff and Ridgeview school day staff.</p> <p>Program increases family/adult enrollment by 30% compared to previous year.</p> <p>All program staff feel confident leading family engagement activities.</p> <p>Increased community awareness of afterschool programming through social media.</p> <p>Program establishes 2 new community partnerships.</p>