

# 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL TIME | COHORT 16

## ESD 105 | EXECUTIVE SUMMARY EVALUATION REPORT | 2022 – 2023

Yakima School District  
Produced by RGI Corporation

**Introduction:** The Educational Service District 105 (ESD 105), located in Yakima, has completed its fourth year of this 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant program. The 21<sup>st</sup> CCLC Roadmap to Success (Roadmap) program is a partnership between ESD 105, Enterprise for Progress in the Community (EPIC), Yakima School District and community partners. The 21<sup>st</sup> CCLC Program offers after-school programs and parent educational opportunities. The program proposed to serve a total of 320 students for 30 days or more and 120 parents across the three sites. This five-year 21<sup>st</sup> 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

**687** Youth served

**130** Family members served

**3** Afterschool sites

**184** Days of afterschool

**34** Different parent trainings

**3.96** Average SEL PQA Safe Space Score

**108%** Family Member goal met

**81%** Regular attendee goal met

**93%** Youth Improved Reading Test Scores

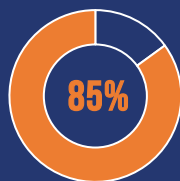
**73%** Youth Improved Math Test Scores

### DEMOGRAPHICS

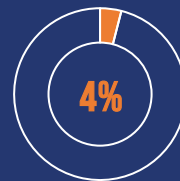
#### YOUTH: 687 TOTAL STUDENTS IN GRADE K-8



Low-income



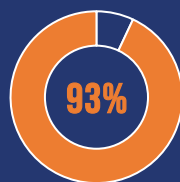
Hispanic



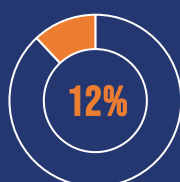
Special Ed.



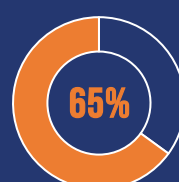
Female



Minority



ELL



Bilingual



Male

### FAMILY MEMBERS

**34**

Total activities

**79.5**

Total hours of family engagement

**73**

Regular attendee family members participated

## B. OVERVIEW OF CENTERS

### Barge Lincoln Elementary— Yakima, WA

Grades K-5

#### Summer Program (Hybrid Program)

- Operated June 23, 2022 – July 29, 2022 for 26 program days
- Served 68 students operating 8:45 AM to 12:45 PM Monday – Friday
- Special Focus: Activity Packets
  - Life Cycles, Pirates, Sports Science



Low-income



Minority



ELL

#### After School Program (In- Person)

- Operated September 27, 2022 – June 08, 2023 for 118 program days
- Served 173 students operating 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM

### Martin Luther King Jr. Elementary – Yakima, WA

Grades K-5

#### Summer Program (Hybrid Program)

- Operated June 23, 2022 – July 29, 2022 for 26 program days
- Served 51 students operating 8:45 AM to 12:45 PM Monday – Friday
- Special Focus: Activity Packets
  - Life Cycles, Pirates, Sports Science



Low-income



Minority



ELL

#### After School Program (In-Person)

- Operated September 27, 2022 – June 08, 2023 for 116 program days
- Served 131 students operating 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM

### Washington Middle School— Yakima, WA

Grades 6-8

#### Summer Program (In- Person)

- Operated June 22, 2022 – July 15, 2022 for 17 program days
- Served 58 students operating 8:00 AM to 12:30 PM Monday – Friday
- Special Focus: English Language Learning, Math, STEAM, History



Low-income

#### Before School (In- Person)

- Operated January 31, 2023 – June 15, 2023 for 22 program days
- Served 23 students operating 7:00 AM to 7:30 AM Tuesday & Thursday
- Offered Board Gaming Club



Minority

#### After School Program (In- Person)

- Operated September 14, 2022 – June 13, 2023 for 167 program days
- Served 328 students operating 1:30 PM to 4:00 PM Monday – Friday
- Special Focus included: Band, Cooking, Academic Support, Korean, Art, STEAM, Ski Club



ELL

## C. IMPLEMENTATION

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

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

### Attendance – All Centers 2022-23

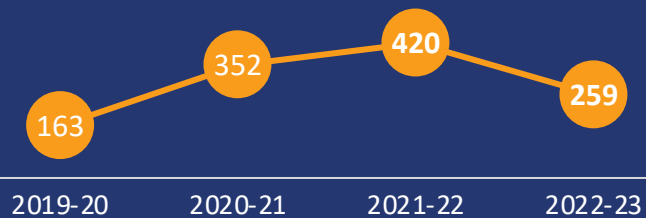
Youth Participation Levels Grant Wide						Total 30+ days 259
Day Range	1-15	16-29	30-59	60-89	90+	
Student #	300	128	215	34	10	Total Served 687
Student %	44%	19%	31%	5%	1%	

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 is still slowly increasing. The goal of serving 320 students for 30 or more days across all centers was not met. Research has found that attending 30 days or more of programming positively impacts learning.

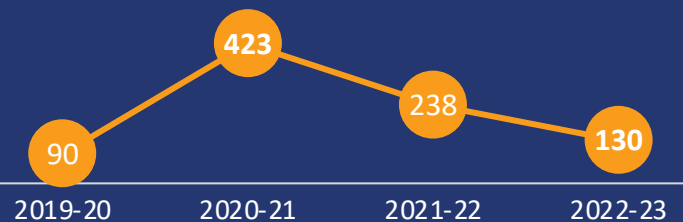
### Family Members Served Grant Wide (Goal\*: 120 members)

Served 130 Members

#### Regular Attendees Served Year 4 Attendance



#### Family Members Served Year 4 Attendance



### SEL Program Quality Assessment 2022-2023

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 during the statewide school closures. Several of ESD 105 21st CCLC Program’s measurable outcomes include assessing “increases in academic achievement” in reading and math. These outcomes were measured using local data and will continue to use local assessments for the remainder of the grant cycle. Furthermore, the grant included measuring local academic gains in reading and math using MAP Assessments. Map Assessments are no longer being used in the District; therefore, the replacement assessment will be used. In addition, the grant included measures of student behaviors through the Youth Skills and Belief Survey. Due to the cancellation of the 2020 survey and the changes in Spring 2021 and Spring 2022, the Youth Skills and Belief Survey was replaced. Additionally, the grant included measuring **Family participation** and **knowledge levels** through a family member survey. Surveys were administered at the end of the year to all participating family members.

We know that students of color and low-income students were disproportionately impacted by the coronavirus and their learning. The learning gap is still observed. The hope is program will provide participating youth with the tools necessary to be successful in the upcoming school years.

### Grant Outcomes

These outcomes were measured during the 2022- 2023 program year

Student Performance Outcomes	Target	Actual
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	93%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	73%
Regular attending students will increase Reading skills as measured by MAP Assessment	75%	47%
Regular attending students will increase Math skills as measured by MAP Assessment	75%	73%
Regular attending students will demonstrate a growth mindset	80%	94%
Regular attending students will demonstrate a growth interpersonal skills	80%	85%
Regular attending students will demonstrate a growth self-regulation skills	80%	89%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	79%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%
Site Coordinators will participate in the Advanced Planning with Data Webinar	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	100%
Parents that participate in educational classes will increase their level of learning annually	80%	83%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational/workshops annually	75%	11%

### 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. RGI also recommends that daily program participant attendance be entered into the EZ Reports Database and a monthly data entry into the Washington 21st CCLC Data Portal.

**Family Engagement:** It is important to provide services to families and track attendance on a monthly basis. The grant included assessing the educational levels of family members participating in workshops/activities as well as offering educational workshops/activities to parents of regular attendees. As a follow-up to providing family services, it is recommended that the program survey family members immediately.

**Staff Development and Program Quality:** The Social Emotional Learning Tool is a foundation to program quality. It is recommended staff 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 training to better support youth and families.

# 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL: COHORT 16

ESD | FACT SHEET | 2022-2023

Yakima School District

\*Produced by RGI Corporation

## GRANTEE PARTNERS

Educational  
Service District  
105

Yakima School  
District

## MAP



## OPERATED 3 AFTER SCHOOL CENTERS IN YEAR FOUR

### Barge Lincoln Elementary



Summer: 8:45 AM – 12:45 PM  
After School: 3:15 – 5:15 PM

### Martin Luther King Elementary



Summer: 8:45 AM – 12:45 PM  
After School: 3:15 – 5:15 PM

### Washington Middle School

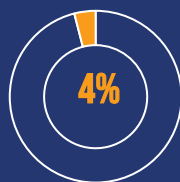


Summer: 8:00 AM – 12:30 PM  
Before School: 7:00 AM – 7:30 AM  
After School: 2:00 PM – 4:00 PM

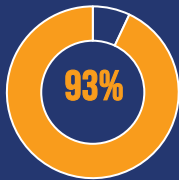
## STUDENT DEMOGRAPHICS



Low-income



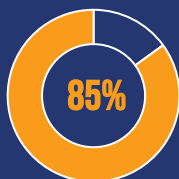
Special Ed.



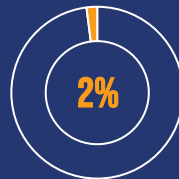
Minority



ELL



Hispanic



Homelessness

## ACTIVITIES

- ELL Support
- Art & Music
- Math
- Gardening
- Physical Fitness
- Community Service
- STEM
- Literacy
- Cooking
- Cultural Programs
- College & Career Readiness

## FINDINGS

**687** Youth Served

Served Youth in Grades **K-8**

**38%** Regular Attending Program Youth

Met **81%** of Regular Attendee Goal



### III. Barge Lincoln Elementary School

#### A. Summary

This Evaluation Report includes a comprehensive assessment for the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) at Barge Lincoln Elementary School for the 2022-23 program year, from Summer 2022 to Spring 2023. The program staff, school, participants, and families know this program as Barge Lincoln and that is how the program will be addressed throughout this report.

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

#### a. Strengths & Successes

According to Coordinator Margaret De Long, the biggest success of the program over the last year was increasing family participation. She estimated that each family event had a minimum of 80 families. The project was carried out in collaboration with Community Partnerships. By establishing a partnership with Perry Technical Institute, the Innovative Literacy Grant, and the Barge Lincoln School, Coordinator De Long was able to achieve the project's goals.

*"Students are always excited to attend program and connect with both staff and peers."*

- Site Coordinator Margaret DeLong

As a result of these partnerships, De Long highlighted three family events organized by the 21<sup>st</sup> Century Program. During Robot Night, youth and families were provided with kits to build a robot and Perry Technical College students demonstrated their creations. Read Across America Night was another successful event. In addition to receiving three new books for home, families were able to craft and learn the importance of reading. Another successful event was the

family resource fair. As part of the program, multiple resources were provided to participating families. Among the resources provided were information about receiving help with paying utilities and how to access food if necessary.

Coordinator De Long emphasized that staff members' strength was incorporating SEL into the program each day. As a result, staff were able to identify the needs of youth. In the event that an incident occurred that had a direct impact on youth, program activities were paused for the day and the time was used to help youth debrief and process their emotions. De Long expressed that it was essential to create a safe space in the program and to provide youth with a sense of belonging so youth could engage and participate.

#### 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 and lasting youth academic, well-being and behavioral impacts.

This year, the program also faced competition from other programs for the participation of youth. Having many after-school program options can be beneficial for youth, but it can also hinder recruitment. The 21<sup>st</sup> Century Program adjusted its operating schedule so it would not compete with other programs. As a result, youth were able to participate in all programs without having to choose only one.

Youth recruitment and retention were also challenges during the first program session. This program is offered only to 4th and 5th graders in the Fall. It was difficult for staff to come up with a solution to increase youth participation. During the second session, program adjustments were made to help overcome this barrier.

### **c. Recommendations and Next Steps**

In order to improve the program, all individual activities of youth should be recorded. While it is easier to provide standard block activities for each program day, it does not provide more information about the activities offered, outside of the general theme. More context provides insight into what is offered at the program. To ensure more details are captured within EZ Reports the description section can be used to list activity names.

Another recommendation is for the Site Coordinator to revisit the data collection and editing process for the new program year. This is recommended to prevent an overload of necessary edits at the end of the year. Having an updated database throughout the year also allows for staff to review patterns and adjust programs as necessary to better serve youth.

RGI recommends that the program prioritize gathering feedback from youth and families. It is essential to use feedback to adjust the program in the upcoming 2023-2024 program year. Staff are recommended to administer youth surveys in April and to collect family surveys after each family event. Keeping a running list of family members who have not been surveyed is crucial to the process.

To ensure youth receive all the benefits available, program staff are encouraged to partner with existing or incoming school programs. By forming a partnership with other afterschool programs, competition will be minimized. With these partnerships, the program can also increase youth participation and offer a wide range of activities. As part of the partnership, youth will be connected to resources or support they may need to succeed.

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

The grant proposed in working with the Educational Service District 105 to serve youth and family Reading, English, Math, STEM and Social Emotional Learning to be a focus of the program activities. In providing these activities the vision is to close the education and economic opportunity gap for families in the south eastside neighborhood school and route them on the road to educational success. The COVID-19 pandemic has changed the way those supports were offered during the 2021-2022, 2022-2023 program year and will continue to impact program in the 2023-2024 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 July 2023 with the Site Director to develop the 2023-2024 Logic Model. The 2023-24 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 21<sup>st</sup> CCLC programs.

The goal is for this document to be revisited by the Barge Lincoln site team throughout the year to reflect on progress and plans towards goals and outcomes. While the planning team was small this year, it is recommended that the entire staff team joins in creating the next Logic Model. Full 2022-23 and 2023-24 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. The following was found:

**a. Operations**

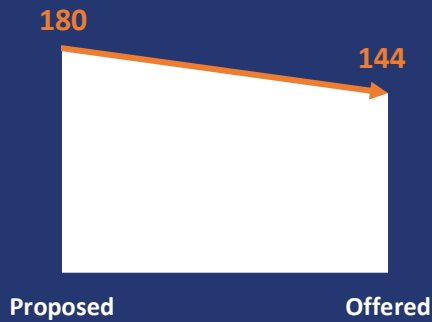
*Summer 2022 Program:* The program year began with a summer session on June 23, running for 26 days until July 29, 2022. Summer program operated Monday through Friday from 8:45 AM to 12:45 PM for a total of 20 hours each week. In the grant application, a four-week summer program, was proposed. This resulted in a goal of hosting 20 days of summer program, which was met and exceeded.

*School Year 2022-23 Program:* The school year program operated for 118 days Tuesday through Friday beginning September 27, 2022 and ending June 08, 2023. During that time, the program operated after school from 3:15 PM to 5:15 PM, for a total of 8 hours per week. The grant proposed to offer program five days per week for 32 weeks during the school year, totaling 160 days of program. Barge Lincoln proposed a program year that operated for a total of 160 days and did not meet the target goal. The Barge Lincoln 21<sup>st</sup> Century site met **74%** 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 number of program hours served entered into the EZ Reports Database System.



### Available Program Days Summer & School Year

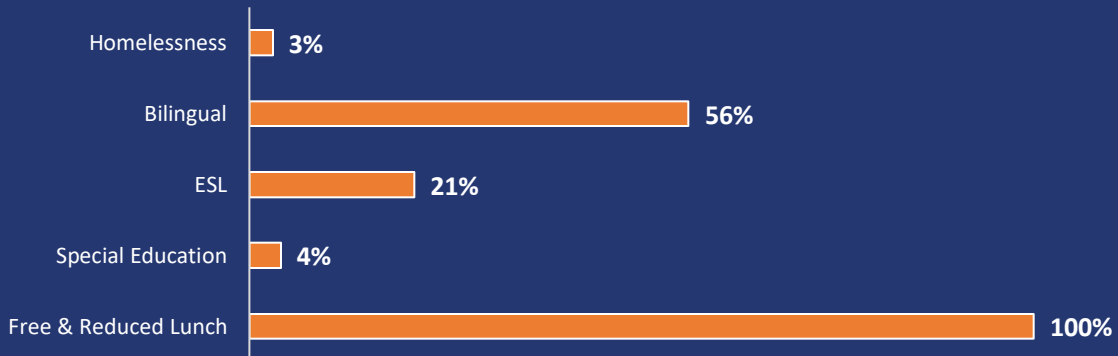


**384**

Program Hours  
Served

### b. Serving the Target Population

#### Population Served Demographics



*Recruitment & Retention:* The recruitment process this year consisted of teachers identifying potential participants and inviting them to participate in the program. A call was also made to parents to ask if they wanted their child to attend. Using this strategy was implemented if staff found parents had not enrolled their youth with the QR code. In addition, Site Coordinator De Long also recruited throughout the year by speaking with parents as they picked up their children after school. Teachers were also able to recommend the program to students who needed academic support by providing enrollment forms at conferences.

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:*

**Summer Program Themes**

Life Cycles Camp- Activities included SEL, ECRI, Math, Reading and Create Time  
 Pirates- Activities included SEL, ECRI, Math, Reading and Create Time.  
 Sports Science- Activities included SEL, ECRI, Math, Reading and Create Time.  
 Academic Support  
 Tutoring

*School Year Activities Offered:*

4th & 5th Grade	2nd & 3rd Grade	Kinder and 1st Grade
Reading and Writing Eco Systems Where do you live Climate Change Biodiversity Create a Story STEAM Future without Waste Eliminating Waste and Pulution Keeping Products and Recources Regenerating Nature The Big Challenge Animals and Habitats Threats to Animal Habitats All about Tornadoes Community Building Group Games- Pirates, Sharks and Minows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel How is your day What is Empathy All about emotions Time to Share Homework Help	Reading and Writing Eco Systems Where do you live Climate Change Biodiversity Create a Story STEAM Future without Waste Eliminating Waste and Pulution Keeping Products and Recources Regenerating Nature The Big Challenge Animals and Habitats Threats to Animal Habitats All about Tornadoes Community Building Group Games- Pirates, Sharks and Minows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel How is your day What is Empathy All about emotions Time to Share Homework Help	Reading and Writing Eco Systems Where do you live Climate Change Biodiversity Create a Story STEAM Future without Waste Eliminating Waste and Pulution Keeping Products and Recources Regenerating Nature The Big Challenge Animals and Habitats Threats to Animal Habitats All about Tornadoes Community Building Group Games- Pirates, Sharks and Minows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel How is your day What is Empathy All about emotions Time to Share Homework Help

**d. Transportation**

In Partnership with the Educational Service District 105 the 21<sup>st</sup> Century Program was able to offer bussing for all youth needing 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 21<sup>st</sup> 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 participate in self-assessment and external observations via in-person program.

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



**VI. Outcome Evaluation Plan & Results**

**A. Outcome Evaluation Plan**

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

**B. Outcome Evaluation Results**

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

**a. Attendance**

*Youth Participation Levels Program-wide*

Total Served: 183

Total 30+ days: 120

Goal: 120

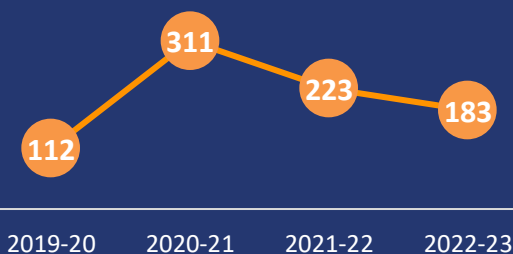
■ 1-15 days ■ 16-29 days ■ 30-59 days ■ 60 -89 days ■ 90+ days

Student %	20%	14%	57%	8%	1%
Student #	37	26	105	14	1

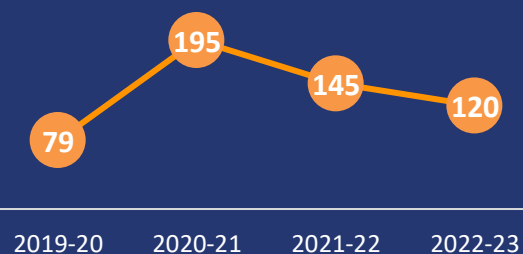
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities and achieve the target program days proposed program offer some hybrid opportunities. As a result, the Barge Lincoln Program, participation and retention was met. A larger number of students were able to access program services, which resulted in meeting the regular attendance goal. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 66% 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 charts below is a review of the total youth and regular attendees served over the last four years.

**Youth Served 4 Year Attendance**



**Regular Attendees Served 4 Year Attendance**



## Family Members Served Program Wide (Goal\*50)

Served 92 Family Members

The Barge Lincoln Program held 15 family engagement events in its fourth year. Below is a list of all the events that were offered to family members of the Barge Lincoln Program participants.

15 Family Events Offered	Event Name	Number of Sessions
	Fall Festival	1
	Family Community Literacy Night	1
	Family Literacy Event	1
	Family Financial Literacy Night	1
	Family Resources Fair	1
	Fiesta Community Resource Fair	1
	Healthy Youth Healthy Families Event	1
	STEM Family Night	1
	Strengthening Families Series	6
Movie Night	1	

Of the 92 family members served, 65 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities/ workshops.* From the total number of regular attendee family members, eight (12%) attended four or more educational events. Although Family programming was provided monthly, keeping family interest was difficult. The graph below shows the participation of family members of regular attendees.



### Regular Attending Family Members Attendance



Furthermore, program provided a total of 33 hours and 30 minutes of family engagement over the course of 12 months. Program offered an average of 2 hours and 47 minutes per month and almost met the family engagement requirement. In the request for proposal Cohort 16, 21<sup>st</sup> Century programs are required to provide 2 hours per month of family engagement hours. To comply with the request for proposal requirement, RGI recommends that program continues to offer one event per month for a duration of two hours. In addition to offering services to families, this program is recommended to continue to incorporate educational elements into some of these events to raise family members' educational levels. Collecting a higher number of surveys to assess family members' education levels is also recommended. To ensure this happens, staff is recommended to collect family surveys at the end of each event.

#### 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 during the statewide school closures. Several of ESD 105 21st CCLC Program's measurable outcomes include assessing "increases in academic achievement" in reading and math. These outcomes were measured using local data and will continue to use local assessments for the remainder of the grant cycle. Furthermore, the grant included measuring local academic gains in reading and math using MAP Assessments. Map Assessments are no longer being used in the District; therefore, the replacement assessment will be used. In addition, the grant included measures of student behaviors through the Youth Skills and Belief Survey. Due to the cancellation of the 2020 survey and the changes in Spring 2021 and Spring 2022, the Youth Skills and Belief Survey was replaced. Additionally, the grant included measuring Family participation and knowledge levels through a family member survey. Surveys were administered at the end of the year to all participating family members.

We know that students of color and low-income students were disproportionately impacted by the coronavirus and their learning. The learning gap is still observed. The hope is program will provide participating youth with the tools necessary to be successful in the upcoming school years.

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

<b>Grant Outcomes</b>			
<b>These outcomes were measured during the 2022- 2023 program year</b>			
<b>Student Performance Outcomes</b>	<b>Target</b>	<b>Cohort Average</b>	<b>Barge Lincoln</b>
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	<b>60%</b>	<b>93%</b>	<b>100%</b>
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	<b>60%</b>	<b>73%</b>	<b>91%</b>
Regular attending students will increase Reading skills as measured by MAP Assessment	<b>75%</b>	<b>47%</b>	<b>52%</b>
Regular attending students will increase Math skills as measured by MAP Assessment	<b>75%</b>	<b>73%</b>	<b>91%</b>
Regular attending students will demonstrate a growth mindset	<b>80%</b>	<b>94%</b>	<b>96%</b>
Regular attending students will demonstrate a growth interpersonal skills	<b>80%</b>	<b>85%</b>	<b>85%</b>
Regular attending students will demonstrate a growth self-regulation skills	<b>80%</b>	<b>89%</b>	<b>96%</b>
Regular attending students will have a daily school-day attendance rate of 90% or greater	<b>90%</b>	<b>79%</b>	<b>75%</b>
Self and external observations will be completed, scored and entered in Scores Reporter	<b>100%</b>	<b>100%</b>	<b>100%</b>
Site Coordinators will participate in the Advanced Planning with Data Webinar	<b>100%</b>	<b>100%</b>	<b>100%</b>
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	<b>100%</b>	<b>100%</b>	<b>100%</b>
Parents that participate in educational classes will increase their level of learning annually	<b>80%</b>	<b>83%</b>	<b>80%</b>
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational/workshops annually	<b>75%</b>	<b>11%</b>	<b>12%</b>

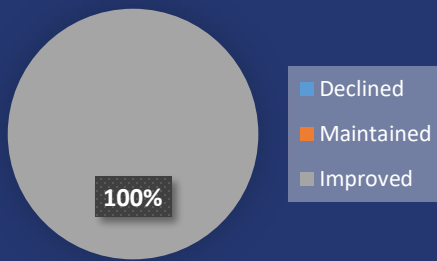
*Local Academic Data:*

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 three academic measures to assess the program’s impact on student academic achievement in Reading and Math. In working with the ESD 105 Director too identify appropriate measures to assess student academic gains, the program selected to use **Dibels**, **Amplify Lectura**, and **FastTrack Math Assessment** data.

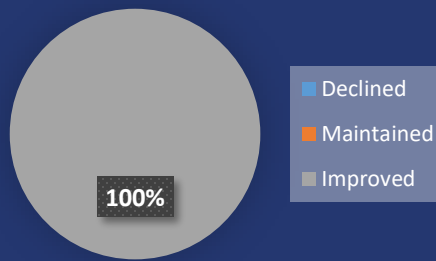
The Barge Lincoln 21<sup>st</sup> Century program submitted Dibels Assessment scores for reading using Fall 2022 and Spring 2023 data. Of the 80 composite reading scores analyzed by RGI Corporation: 80 (100%) youth improved reading scores. Of the 36 Amplify Lectura Assessment scores analyzed: 36 (100%) youth demonstrated improvement. Using the Dibels Composite scores, beginning of the year and an end of year review was also conducted.

The following charts illustrate the academic results in Reading:

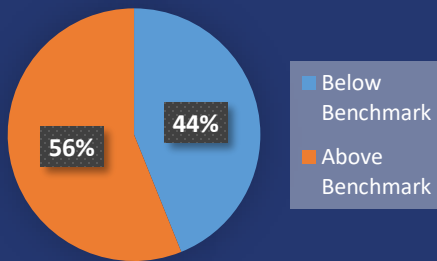
**Dibel Assessment Scores**



**Amplify Lecutura Scores**

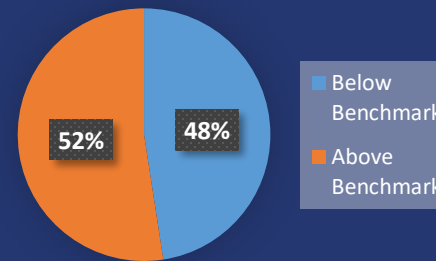


**Beginning of the Year-  
Dibels Composite Scores**



Number of Youth: 82  
Goal: 306  
Score Range: 243 to 424  
Average: 315

**End of Year-  
Dibels Composite Scores**

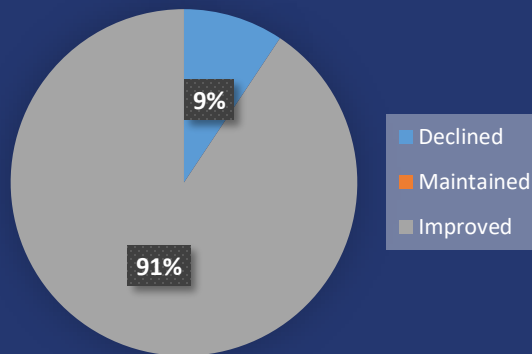


Number of Youth: 82  
Goal: 420  
Score Range: 354 to 517  
Average: 426

The Barge Lincoln 21<sup>st</sup> Century program submitted Fast Track Math Assessment scores for Math using Fall 2022 and Spring 2023 data. Of the 107 Math scores analyzed by RGI Corporation: 97 (91%) youth improved Math academic achievement.

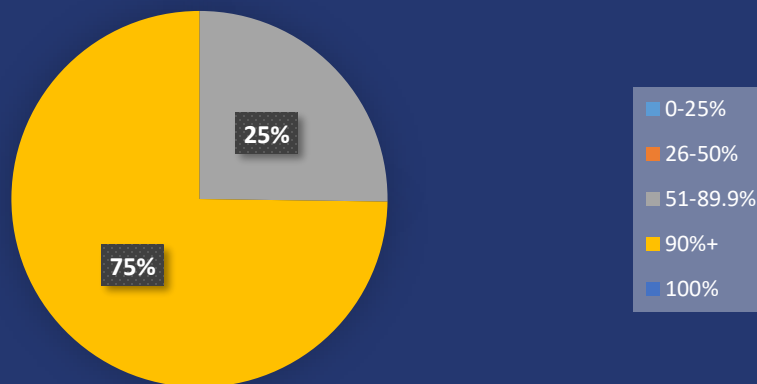
The following chart illustrates the academic results in Math:

### FastTrack Math Assessment Scores



School-day attendance records for 115 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees, 0 had 26%-50% daily attendance rate, 29 had a daily school-day attendance rate of 51%- 89.9% and 86 students had 90% or greater attendance rate, and no students had a 100% daily attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

### 86 Youth Achieved 90% or higher School Day Attendance Rate



**c. Student Behaviors and Attitudes**

*RGI Youth Feedback Survey:*

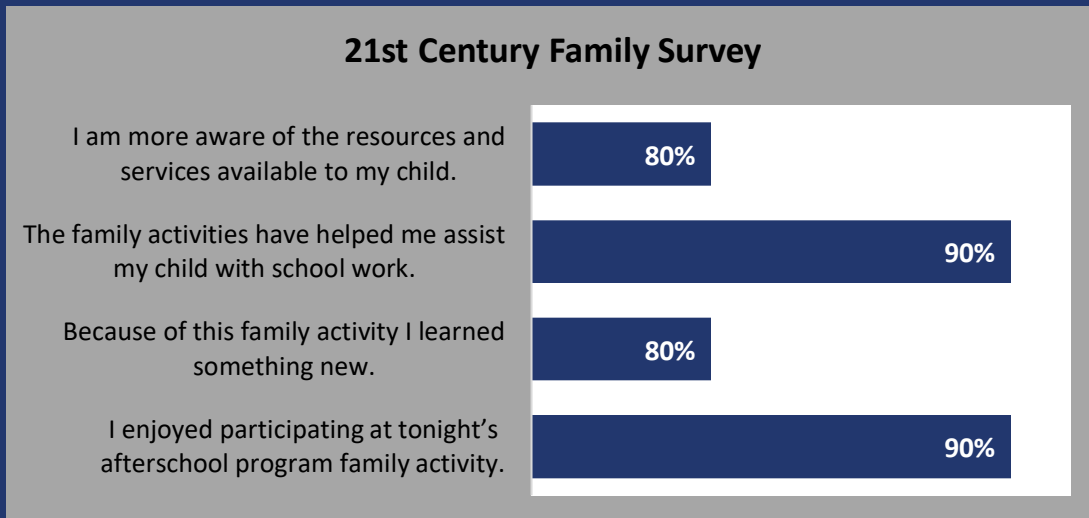
A goal of this 21<sup>st</sup> CCLC Program is to improve student behavior and life skills development, specifically to “*demonstrate a growth mindset, interpersonal, and self-regulation skills*”. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and 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 can respond Yes or No for each statement. The total responses with Yes for each statement were then calculated to determine the total percentage for each behavior scale. Over the course of the program year, 9 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
<b>Growth Mindset</b>	<i>I believe I can do anything if I keep trying.</i>	<b>96%</b>
<b>Interpersonal Skills</b>	<i>This program helped me learn how to be patient.</i>	<b>85%</b>
<b>Self-Regulation Skills</b>	<i>The program helped me learn about my feelings.</i>	<b>96%</b>

**d. Family Engagement**

*Family Survey:*

As part of the grant, RGI devised a family survey which was administered by the program team. In this survey, the goal was to assess the level of services provided to participants' parents and knowledge levels. A total of 20 surveys were collected. The results below demonstrate the percentage response of 'Yes', indicating the respondent agreed with the survey statement.





**Barge Lincoln Elementary**

<b>e. Community Collaborations</b>		
<b>Donated Items Categories</b>	<b>Organizations/Individuals</b>	<b>Amount \$</b>
Activities/Events and corresponding materials	Yakima Community Coalition, D.F.I., Heritage University, HAPO Credit Union	<b>\$10,000.00</b>
Donated Materials	IAL Grant	<b>\$6,000.00</b>
Volunteers & Staffing	JM Perry	<b>\$2,500.00</b>
Other	-	-
<b>Total Contributions for the 2022-23 year</b>		<b>\$18,500.00</b>

**VII. Appendix**

**A. Program Recommendations**

**Data Entry/ Editing:** Director, Site Coordinator and staff should work together to define an editing schedule that aligns with federal due dates for this upcoming year. A monthly process is recommended. Additionally, RGI recommends daily program participant attendance entry into the EZ Reports Database System and monthly data entry into the Washington 21<sup>st</sup> 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 and entering activity names in the description section. This provides insight into the program for end of the year analysis.

**Data Collection:** Collecting the various pieces of data – attendance, demographic, academic, etc. is a large part of fulfilling the grant requirements. This practice has had to be adapted over the last year and will continue to change as the new school year begins. The staff should work with their local evaluator to set internal deadlines for data to be entered and finalized in EZ Reports, to properly report on program when the time comes. These deadlines must be agreed upon by the Director, Site Coordinator, and local evaluator to ensure each party knows when data can be pulled and reviewed. It is also recommended in the first few months of the year that the staff review their new Logic Model and grant objectives to discuss and plan for the end of the year data collection in the Spring of 2024. Staff should ask each other – what do they want to know at the end of this year and how can it be measured? Who at the school district can help? What data is available?

**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. Surveying more participating family members should also be a focus for the final year of the grant. It is important to gather feedback on family services to see where program can improve.

**Partnerships:** Through various partnerships program can streamline both planning and carrying out activities for youth and families. Program is recommended to share this report with stakeholders who contribute to offerings or program such as the school principals, families, Program Directors, and building staff. Sharing the report with these stakeholders will begin conversations on the following: sustainability as the grant is entering its final year of funding, progress towards grant objectives, needs of the program, and how to establish community outreach.

**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.

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*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](#)
- [Bilingual Education](#)

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*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](#)

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*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](#)
- [Harvard Family Research Project](#)

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*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](#)
- [Forging Brighter Futures 2023 Bridge Conference](#)

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*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

2022-2023 Logic Model- Barge Lincoln					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>Youth development and high-risk behavior can be positively influenced by community and family involvement in afterschool programs. A decline in youth and family involvement has been observed in the Barge Lincoln Program over the past year. By developing effective collaborative partnerships, the program will increase family involvement, better utilize overcrowded resources, and improve coordination of existing services. With improved partnerships, the Barge Lincoln program will be able to offer more family-oriented activities, adult education, and meet the needs of youth and families.</p>	<p>Increase parent involvement</p> <p>Develop community partnerships to provide a variety of family engagement offerings</p> <p>Increase 4<sup>th</sup> and 5<sup>th</sup> grade program participation</p> <p>Implement volunteer reading program to increase one on one reading time with youth.</p> <p>Increase Youth Voice and Choice</p>	<p>Family Engagement Funding</p> <p>21<sup>st</sup> Century Funding</p> <p>21<sup>st</sup> Century Staff</p> <p>ESD 105 Team</p> <p>ESD Data Manager- Yvonne Avalos</p> <p>Barge Lincoln School Building Staff</p> <p>ESD Development Curriculum- PCS Edventures</p> <p>Community Partnerships- People for People</p> <p>Perry Tech</p> <p>RSVP</p> <p>Community Churches</p> <p>El Mirador 2</p> <p>El Porton</p> <p>Local Fruit Warehouses</p> <p>Pacific Northwest University</p> <p>Central Washington University</p> <p>YWCC</p> <p>WGU</p>	<p>Program will offer monthly 2 hours of family engagement activities. (Loteria Night, Dr. Seus Night, Resource Fair, Drama Night, Diversity Night)</p> <p>Program will provide a reading corner during each family engagement activity. Family members will have a passport which will be signed off by a 21<sup>st</sup> Century Staff or Volunteer members. After passports are signed families will have an opportunity to win an incentive during a raffle.</p> <p>Program staff will administer a family survey at the end of every family engagement event.</p> <p>Program Coordinator and staff will reach out to community organizations to gather donations such as catering, materials, programming activities, volunteers</p> <p>Youth will participate and lead the planning and designing of STEAM Fridays at the beginning of each cohort.</p>	<p>Family members who participate in engagement activities will gain confidence to advocate for their student. Family members will also bond with their youth and learn about a variety of topics to better support their youth.</p> <p>Family members and youth who participate in the reading corner have access to books and learn the importance of reading together.</p> <p>Family members who participate in engagement activities voice their interest, concerns, and ask questions.</p> <p>Barge Lincoln 21<sup>st</sup> Century will establish program presence in the community. Community members will also have an opportunity to learn about the program, youth, and families in the area.</p> <p>Target youth will have a buy in for 21<sup>st</sup> Century and ownership of the program. Youth will also increase program attendance as a result of learning through fun innovative activities.</p>	<p>30 parents /adults will participate in each monthly family engagement activity.</p> <p>Families will be actively participating in monthly engagement activities; Family members ask questions, interact with program staff, and provide feedback.</p> <p>Family members will submit a feedback survey.</p> <p>Program will establish 5 new community partnerships.</p> <p>Youth will participate in designing STEAM Friday.</p> <p>Program will serve 40 students in grades 4<sup>th</sup> and 5<sup>th</sup> grade.</p> <p>Program will partner with a community agency to offer a volunteer program within 21<sup>st</sup> Century and have 10 volunteers.</p>

2023-2024 Logic Model- Barge Lincoln					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
As a whole, the Barge Lincoln Program is operating smoothly, but staff will continue to work on professional development to maintain the strength of the program. This will be achieved through close collaboration between the staff and the school administration team, as well as partnerships with the local community.	<p>Increase Professional Development opportunities</p> <p>Program Staff connect and collaborate with School Administration Team</p> <p>Create meaningful partnerships that can potentially sustain the program</p>	<p>21<sup>st</sup> Century Funding</p> <p>21<sup>st</sup> Century Staff</p> <p>ESD Program Director- Theresa Maier</p> <p>ESD Data Manager- Yvonne Avalos</p> <p>Barge Lincoln School Building Staff</p> <p>ESD 105 Program Curriculum</p> <p>PCS Edventures</p> <p><b>Community Partnerships</b>                      Perry Tech                      Community Churches                      El Mirador 2                      El Porton                      Local Fruit Warehouses                      Pacific Northwest University                      Central Washington University                      YVCC                      EPIC                      HAPO Credit Union                      Heritage University                      Innovative Approches                      Literacy Grant</p>	<p>Site Coordinator will attend Summer Learning Days on August 16 &amp; 17 in Ocean Shores.</p> <p>Frontline Staff will attend the Eastside Professional Learning Symposium in Spring 2024.</p> <p>Frontline Staff will receive online link to the You for Youth Forum and Weikart Center webinars. Staff will also receive information to archived webinars to further support program delivery and implementation.</p> <p>ESD 105 provides program theme-based curriculum, lesson plans, and materials. Staff then reviews the material and prepares sessions for delivery.</p> <p>ESD 105 also provides support and PD to encourages clear understanding on how to present activities.</p> <p>Site Coordinator will meet formally with Administration Team once a month and as needed to talk about program.</p> <p>ESD 105 Team will schedule a meeting with EPIC and discuss reestablishing partnership with Barge Lincoln.</p> <p>EPIC provides family engagement workshops/resources.</p>	<p>Staff who attend PD Trainings will be better equipped to facilitate lesson plans, engage with youth, and will network with other colleagues.</p> <p>Staff who access PQA webinars and resources will know what to expect during observations, gain a better understanding of SEL Program Quality, and align program activities to SEL.</p> <p>Staff will apply all the knowledge/ skills learned during PD trainings into program. Program will operate as planned, youth will be engaged, and staff will feel comfortable facilitating activities.</p> <p>During formal meetings, the Site Coordinator will be able to update the Administration Team on program needs and student success stories. The Administration Team will feel comfortable referring youth and families to program.</p> <p>Through partnerships, program will offer more family activities. Families who participate in family events will be connected to resources and be equipped to better support their youth.</p>	<p>Program Site Coordinator will attend Summer Learning Days Workshops to enhance program implementation.</p> <p>Program Staff will have the opportunity to attend conferences or other online professional learning sessions.</p> <p>ESD 105 will provide staff ongoing professional development on how to use theme-based curriculum.</p> <p>Program Site Coordinator will meet monthly with School Administration team to discuss program and will report back to the ESD 105 Program Director.</p> <p>Program will reconnect and partner with EPIC to provide Family resources.</p>



### III. Martin Luther King Jr. Elementary School

#### A. Summary

This Evaluation Report includes a comprehensive assessment for the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) at Martin Luther King Jr. Elementary School for the 2022-23 program year, from Summer 2022 to Spring 2023. The program staff, school, participants, and families know this program as Martin Luther King and that is how the program will be addressed throughout this report.

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

#### a. Strengths & Successes

As part of an end-of-year site interview, Coordinator Diana Martinez shared how her site's biggest success was the implementation of a hands-on academic curriculum. A key objective of the program was to create a sense of belonging among students and ensure their safety. Participants responded positively to these changes. As a result of their experience, youth showed an increase in engagement and invited friends and peers to join them.

Additionally, Coordinator Martinez stated that program staff had the ability to recognize when program structure needed to be changed in order to improve quality. The changes included assigning more youth responsibility and voice. Staff announced student helpers at the start of each week. It was their responsibility to set up the activities, hand out materials, and lead the reflections.

#### 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 and lasting youth academic, well-being and behavioral impacts.

A challenge for the program was not having enough slots available for youth to participate. The program is designed to take place in sessions throughout the year, so this challenge persists. The program serves fourth and fifth graders from September through December. From January through mid-March, the program serves third and fourth graders. In mid-March through June, the program serves kindergarteners and first-graders. Staffing shortages directly affect the design of the program and the reason the program operates in sessions. There is a limit to the number of youth that can be served at a given time as a result of this.

Staff relationships with families are also impacted by the design of the program. Due to the program's three 10-week sessions, staff have limited time to plan family engagement activities and host multiple activities. The first session of the program is especially challenging. While staff are adjusting to the program during the first session, they are trying to establish relationships with youth and families and creating a program presence.

Another issue that arose during the year was the presence of behavioral issues from a participant who also displayed ongoing attitude towards staff. In order to prevent an unsafe environment from developing, the school administration was contacted by staff. As a result of involving the administration, the issue was resolved, and the participant understood the importance of a safe environment.

**c. Recommendations and Next Steps**

In order to improve the program, all individual activities of youth should be recorded. While it is easier to provide standard block activities for each program day, it does not provide more information about the activities offered, outside of the general theme. More context provides insight into what is offered at the program. To ensure more details are captured within EZ Reports the description section can be used to list activity names.

Another recommendation is for the Site Coordinator to revisit the data collection and editing process for the new program year. This is recommended to prevent an overload of necessary edits at the end of the year. Having an updated database throughout the year also allows for staff to review patterns and adjust programs as necessary to better serve youth.

RGI recommends that the program prioritize gathering feedback from youth and families. It is essential to use feedback to adjust the program in the upcoming 2023-2024 program year. Staff are recommended to administer youth surveys in April and to collect family surveys after each family event. Keeping a running list of family members who have not been surveyed is crucial to the process.

To ensure youth receive all the benefits available, program staff are encouraged to partner with existing or incoming school programs. By forming a partnership with other afterschool programs, competition will be minimized. With these partnerships, the program can also increase youth participation and offer a wide range of activities. As part of the partnership, youth will be connected to resources or support they may need to succeed.

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

The grant proposed in working with the Educational Service District 105 to serve youth and family Reading, English, Math, STEM and Social Emotional Learning to be a focus of the program activities. In providing these activities the vision is to close the education and economic opportunity gap for families in the south eastside neighborhood school and route them on the road to educational success. The COVID-19 pandemic has changed the way those supports were offered during the 2021-2022, 2022- 2023 program year and will continue to impact program in the 2023-2024 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 July 2023 with the Site Director to develop the 2023-2024 Logic Model. The 2023-24 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 21<sup>st</sup> CCLC programs.

The goal is for this document to be revisited by the Martin Luther King site team throughout the year to reflect on progress and plans towards goals and outcomes. While the planning team was small this year, it is recommended that the entire staff team joins in creating the next Logic Model. Full 2022-23 and 2023-24 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. The following was found:

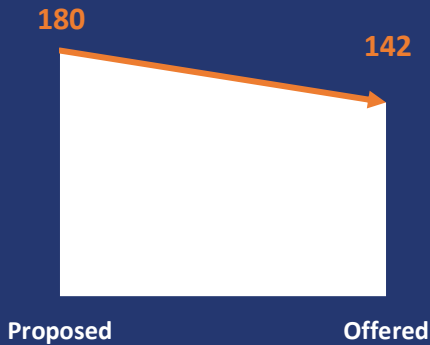
#### **a. Operations**

*Summer 2022 Program:* The program year began with a summer session on June 23, running for 26 days until July 29, 2022. Summer program was predominantly in-person but also operated Hybrid the last week. Program operated Monday through Friday for a total of 20 hours each week. In the grant application, a four-week summer program, was proposed. This resulted in a goal of hosting 20 days of summer program, which was met.

*School Year 2022-23 Program:* The school year program operated an in- person program for 116 days Tuesday through Friday beginning September 27, 2022 and ending June 08, 2023. During that time, the program operated after school from 3:15 pm to 5:15 pm, for a total of 8 hours per week. The grant proposed to offer program five days per week for 32 weeks during the school year, totaling 160 days of program. Martin Luther King proposed a program year that operated for a total 160 days and did not meet the target goal. Through in-person programming the Martin Luther King 21<sup>st</sup> Century site met **72%** 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 number of program hours served entered into the EZ Reports Database System.

### Available Program Days Summer & School Year



**365**  
Program Hours  
Served

### b. Serving the Target Population

#### Population Served Demographics



#### *Recruitment & Retention:*

In preparation for the Summer Program, recruitment began during the last two months of the school year. Additionally, spring Parent-Teacher Conferences served as recruitment event. Flyers were handed out during the conferences and assistance was provided to families to assist with registration. During the fall, all youth interested in participating in the program received registration forms. The use of teacher referrals was another strategy. Teachers assisted those specific students in getting registration forms and assisted families with filling them out if they needed assistance.

Through this program, youth could learn in an informal setting while having fun. As a result of the structure, youth were more likely to participate and engage in activities while being able to speak up for themselves. As a result, youth became leaders and responsible for certain aspects of the program. With these adjustments, the program was able to retain participants and recruit new ones for each session.

**c. Activities**

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

*Summer Activities Offered:*

**Summer Session**

Life Cycles Camp- Activities included SEL, ECRI, Math, Reading and Create Time  
 Pirates- Activities included SEL, ECRI, Math, Reading and Create Time.  
 Sports Science- Activities included SEL, ECRI, Math, Reading and Create Time.  
 Academic Support  
 Tutoring

*School Year Activities Offered:*

**4th & 5th Grade**

Reading and Writing  
 Eco Systems  
 Where do you live  
 Climate Change  
 Biodiversity  
 Create a Story  
 STEAM  
 Future without Waste  
 Eliminating Waste and Pulution  
 Keeping Products and Resources  
 Regenerating Nature  
 The Big Challenge  
 Animals and Habitats  
 Threats to Animal Habitats  
 All about Tornadoes  
 Community Building  
 Group Games- Pirates, Sharks and Minows, Green Light  
 SEL  
 End of day Reflection  
 Kindness & Appreciation Activity  
 How do You Feel  
 How is your day  
 What is Empathy  
 All about emotions  
 Time to Share  
 Homework Help

**2nd & 3rd Grade**

Reading and Writing  
 Eco Systems  
 Where do you live  
 Climate Change  
 Biodiversity  
 Create a Story  
 STEAM  
 Future without Waste  
 Eliminating Waste and Pulution  
 Keeping Products and Resources  
 Regenerating Nature  
 The Big Challenge  
 Animals and Habitats  
 Threats to Animal Habitats  
 All about Tornadoes  
 Community Building  
 Group Games- Pirates, Sharks and Minows, Green Light  
 SEL  
 End of day Reflection  
 Kindness & Appreciation Activity  
 How do You Feel  
 How is your day  
 What is Empathy  
 All about emotions  
 Time to Share  
 Homework Help

**Kinder and 1st Grade**

Reading and Writing  
 Eco Systems  
 Where do you live  
 Climate Change  
 Biodiversity  
 Create a Story  
 STEAM  
 Future without Waste  
 Eliminating Waste and Pulution  
 Keeping Products and Resources  
 Regenerating Nature  
 The Big Challenge  
 Animals and Habitats  
 Threats to Animal Habitats  
 All about Tornadoes  
 Community Building  
 Group Games- Pirates, Sharks and Minows, Green Light  
 SEL  
 End of day Reflection  
 Kindness & Appreciation Activity  
 How do You Feel  
 How is your day  
 What is Empathy  
 All about emotions  
 Time to Share  
 Homework Help

**d. Transportation**

The 21<sup>st</sup> Century Program did not provide transportation during the school year because all families pick-up their youth at the end of program. However, if transportation was needed program would have been able to provide the service to its participants.



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 21<sup>st</sup> 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 participate in self-assessment and external observations via in-person program.

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



VI. Outcome Evaluation Plan & Results

A. Outcome Evaluation Plan

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

**B. Outcome Evaluation Results**

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

**a. Attendance**

*Youth Participation Levels Program-wide*

Total Served: 160

Total 30+ days: 71

Goal: 80

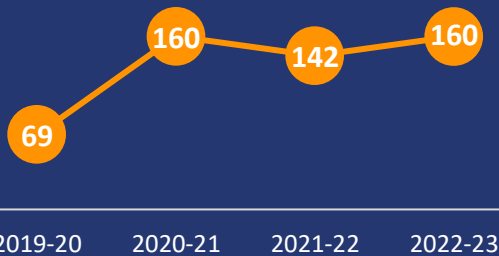
■ 1-15 days ■ 16-29 days ■ 30-59 days ■ 60 -89 days ■ 90+ days

Student %	33%	23%	42%	3%
Student #	52	37	67	4

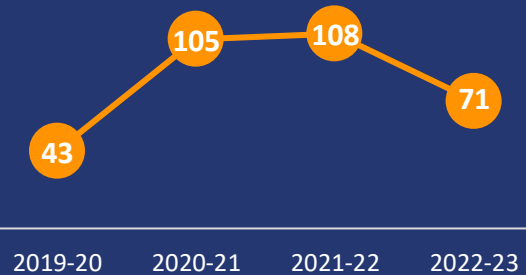
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities and achieve the target program days proposed program offer some hybrid opportunities. As a result, the Martin Luther King Program, participation, and retention was not met. A larger number of students were able to access program services, which resulted in meeting the regular attendance goal. Attendance was most prevalent between 60 to 89 days. Regular attendees accounted for 44% 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 four years.

**Youth Served 4 Year Attendance**



**Regular Attendees Served 4 Year Attendance**



## Family Members Served Program Grant Wide (Goal\*20)

Served 7 Family Members	
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The Martin Luther King Program held 7 family engagement events in its fourth year. These events ranged from a series in strengthening parent child relationships to connecting families to community resources. Below is a list of all the events that were offered to family members of the Martin Luther King Program participants.

7 Family Events Offered	Event Name	Number of Sessions
	Fiesta Resources	1
	Strengthening Families	6

Of the 7 family members served, 3 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities/workshops*. From the total number of regular attendee family members, zero (0%) attended four or more educational events. It was not possible to achieve this objective because program was dealing with staff turnover as well as not being able to plan and host monthly family engagement activities. The graph on the following page shows the participation of family members of regular attendees.

### Family Members of Regular Attendees Event Attendance



Furthermore, program provided a total of 18 hours of family engagement over the course of 12 months. On average program offered 1 hour and 30 minutes of family engagement each month. In the request for proposal Cohort 16, 21<sup>st</sup> Century programs are required to provide 2 hours per month of family engagement hours. Based on the number of activities held, program did not meet this 2 monthly hour requirement.

To comply with the request for proposal requirement, RGI recommends that program continues to offer at least one event per month for a duration of two hours. It is also recommended that program reconnect with EPIC so this partner can oversee family programming. In addition, program is recommended to partner with the school to host joint family events to streamline the planning process.

Program staff are also recommended to network with other cohort sites to share ideas on what has worked in terms of increasing family engagement levels. Furthermore, staff is recommended to partner with each other to minimize family event cost and have more staff available during the events. This program is also recommended to continue to incorporate educational elements into some of the events to raise family members' educational levels. Administering a survey and gathering adult participant feedback 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 during the statewide school closures. Several of ESD 105 21<sup>st</sup> CCLC Program's measurable outcomes include assessing "increases in academic achievement" in reading and math. These outcomes were measured using local data and will continue to use local assessments for the remainder of the grant cycle. Furthermore, the grant included measuring local academic gains in reading and math using MAP Assessments. Map Assessments are no longer being used in the District; therefore, the replacement assessment will be used. In addition, the grant included measures of student behaviors through the Youth Skills and Belief Survey. Due to the cancellation of the 2020 survey and the changes in Spring 2021 and Spring 2022, the Youth Skills and Belief Survey was replaced. Additionally, the grant included measuring **Family participation** and **knowledge levels** through a family member survey. Surveys were administered at the end of the year to all participating family members.

We know that students of color and low-income students were disproportionately impacted by the coronavirus and their learning. The learning gap is still observed. The hope is program will provide participating youth with the tools necessary to be successful in the upcoming school years.

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 2022- 2023 program year

<b>Student Performance Outcomes</b>	<b>Target</b>	<b>Cohort Average</b>	<b>Martin Luther King</b>
Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	93%	100%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	73%	82%
Regular attending students will increase Reading skills as measured by MAP Assessments	75%	47%	100%
Regular attending students will increase Math skills as measured by MAP Assessments	75%	73%	82%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	79%	85%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	100%
Site Coordinators will participate in the Advance Planning with Data Webinar	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each Spring	100%	100%	100%
Parents that participate in educational classes will increase their level of learning annually	80%	83%	100%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities/ workshops	75%	11%	0%

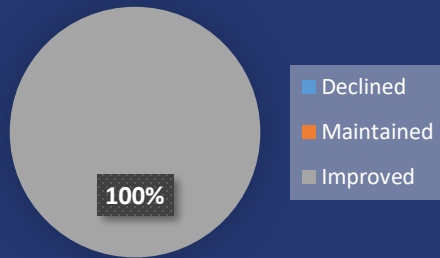
*Local Academic Data:*

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 three academic measures to assess the program’s impact on student academic achievement in Reading and Math. In working with the ESD 105 Director too identify

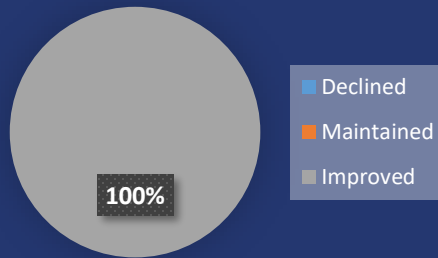
appropriate measures to assess student academic gains, the program selected to use **Dibels**, **Amplify Lectura**, and **FastTrack Math Assessment** data.

The Martin Luther King 21<sup>st</sup> Century program submitted Dibels Assessment scores for reading using Fall 2022 and Spring 2023 data. Of the 64 composite reading scores analyzed by RGI Corporation: 64 (100%) youth improved reading scores. Of the 5 Amplify Lectura Assessment scores analyzed: 5 (100%) youth demonstrated improvement. The Dibels Composite scores, beginning of the year and an end of year benchmark review was also conducted.

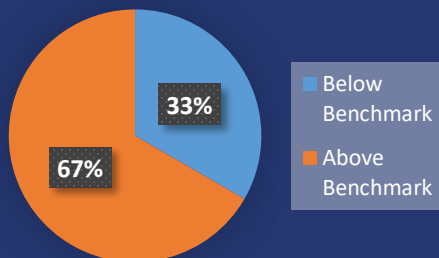
### Dibel Assessment Scores



### Amplify Lecutura Scores

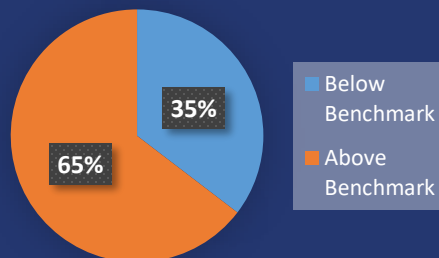


### Beginning of the Year- Dibels Composite Scores



Number of Youth: 63  
Goal: 306  
Score Range: 245 to 454  
Average: 322

### End of Year- Dibels Composite Scores

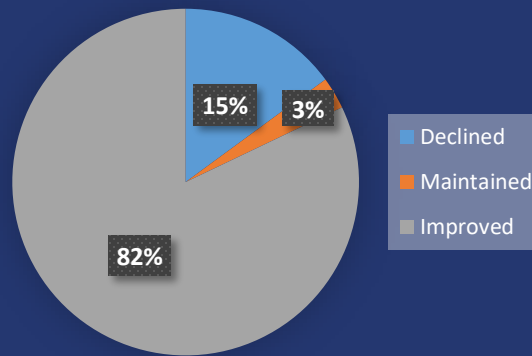


Number of Youth: 65  
Goal: 420  
Score Range: 357 to 569  
Average: 432

The Martin Luther King 21<sup>st</sup> Century program submitted Fast Track Math Assessment scores for Math using Fall 2022 and Spring 2023 data. Of the 67 Math scores analyzed by RGI Corporation: 55 (82%) youth improved Math academic achievement.

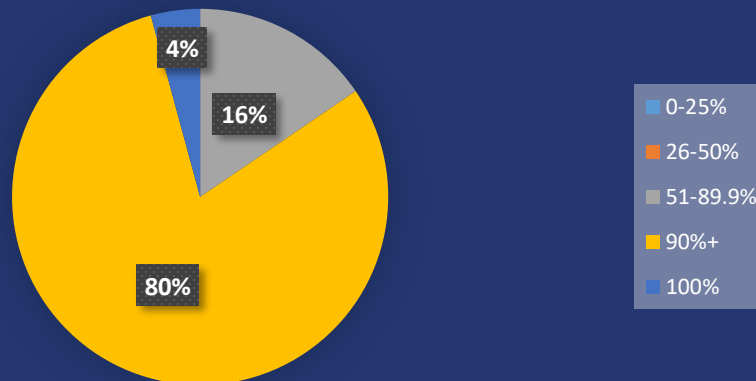
The following chart illustrates the academic results in Math:

### FastTrack Math Assessment Scores



School-day attendance records for 71 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees, 11 had a daily school-day attendance rate of 51%- 89.9%, 57 students had 90% or greater attendance rate and 3 students had 100% attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

### 57 Youth Achieved 90% or higher School Day Attendance Rate





**c. Student Behaviors and Attitudes**

*RGI Youth Feedback Survey:*

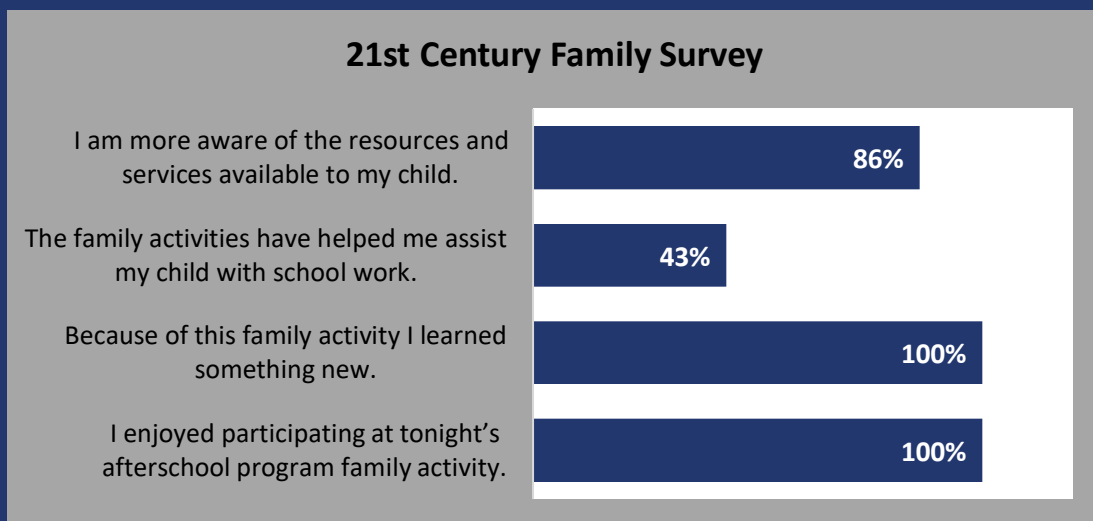
A goal of this 21<sup>st</sup> CCLC Program is to improve student behavior and life skills development, specifically to “*demonstrate a growth mindset, interpersonal, and self-regulation skills*”. A youth feedback survey was developed by RGI Corporation in alignment with the original Youth Skills and Belief Survey. The purpose of the youth survey is to assess positive student behavior on three scales: growth mindset, interpersonal skills, and self-regulation skills. Youth can either respond Yes or No for each statement. The total responses with “Yes” for each statement are then calculated to determine the total percentage for each behavior scale. During the 2022-2023 program year, no youth surveys were submitted.

During the 2023-2024 program year, the Martin Luther King Program is recommended to develop a plan and administer a youth survey. Administering the youth survey can be scheduled at the end of each 10-week program session. Surveys can be administer using an online platform or through a paper survey.

**d. Family Engagement**

*Family Survey:*

As part of the grant, RGI developed a family survey. The purpose of the family survey is to assess the level of services provided to participants' parents and other family members. The survey also assesses the adult participants knowledge levels as a result of the services and or activities they are participating in through 21<sup>st</sup> Century. During this reporting period, 7 adult surveys were submitted. The results below demonstrate the percentage response of ‘Yes’, indicating the respondent agreed with the survey statement.



## Martin Luther King Jr. Elementary

<b>e. Community Collaborations</b>		
<b>Donated Items Categories</b>	<b>Organizations/Individuals</b>	<b>Amount \$</b>
Activities/Events and corresponding materials	Yakima Community Coalition, Yakima School District	<b>\$5,000.00</b>
Donated Materials	IAL Grant	<b>\$4,000.00</b>
Volunteers & Staffing	-	-
Other	-	-
<b>Total Contributions for the 2022-23 year</b>		<b>\$9,000.00</b>

**VII. Appendix**

**A. Program Recommendations**

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

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

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

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

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

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

## **B. Resources**

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

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*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](#)
- [Bilingual Education](#)

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*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](#)

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*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](#)
- [Harvard Family Research Project](#)

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*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](#)
- [Forging Brighter Futures 2023 Bridge Conference](#)

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*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

2022-2023 Logic Model- Martin Luther King Elementary School					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>The Martin Luther King 21st Century program observed that many youth and families need consistency due to remote learning. For the past two years, youth have had to juggle multiple schedules and learning changes. The program will provide a relaxed atmosphere both formal and informal where youth can connect with their peers. The program will focus on offering youth a fun, hands-on learning environment while also fostering family engagement and family connection.</p>	<p>Increase partnerships to offer a variety of programming</p> <p>Coordinator along with program staff will plan family engagement offerings</p> <p>Provide more family engagement opportunities</p> <p>Increase Parent/Family involvement</p> <p>Increase youth registration and participant numbers</p>	<p>ESD Program Data Manager Yvonne Avalos</p> <p>ESD Staff Team</p> <p>MLK Principal Maria Lucero</p> <p>MLK Counselor Blanca Garza</p> <p>MLK 21<sup>st</sup> Century Staff</p> <p>MLK Program Coordinator Maria Roque</p> <p>Funding 21<sup>st</sup> Century ESSER II Grant Community Donations Transportation</p> <p>Partnerships Pacific Northwest University Health Sciences Yakima Arboretum Capital Theater WSU 4H Parks and Recreation Davis High School Volunteers</p> <p>Supplies- Material related to programming</p>	<p>Program Coordinator will reach out to local community organizations to establish programming partnerships.</p> <p>Program staff will meet monthly to brainstorm and develop a Fall, Spring, and end of year Family Night.</p> <p>Program will offer 2 hours of monthly family engagement events. Through the family events/ activities a variety of fun and learning events will be held; Loteria Night, Movie Night, STEM Night, Family Art Night, Homework Prep Class etc.</p> <p>Program staff will participate in the MLK Open House Night.</p> <p>Program will have participants work in small group activities daily for 10-15 minutes.</p> <p>MLK will also implement a helper's program for 4<sup>th</sup> and 5<sup>th</sup> grade youth to be mentors and leaders.</p>	<p>Program will partner 3 different times to receive programming support. Program staff will network and be referred to other organizations for more community support.</p> <p>MLK Program staff will enhance their team building skills, communication, and feel confident to develop their own family nights.</p> <p>Targeted families will participate in the events and feel a sense of connectedness to the MLK 21<sup>st</sup> Century program. Participating families experience a positive parent-youth relationship.</p> <p>Program increases registration numbers and families of MLK know program is available to their students.</p> <p>Targeted youth and participants are displaying and learning leadership skills. Youth are also displaying leadership skills outside of program and in the school day.</p> <p>Youth who become helpers are also mentors to younger participants. Additionally, youth display positive peer relationships. The helper program provides consistency to the 4<sup>th</sup> and 5<sup>th</sup> grade youth and allows them to take on responsibility.</p>	<p>Program partnered with 3 different community organizations.</p> <p>Participants will get to experience 1 field trip in collaboration with a partnership.</p> <p>MLK Program staff will feel confident and lead 2 family engagement activities.</p> <p>Program will increase family participation by 30% in comparison to the previous school year.</p> <p>Family members who participate will report feeling confident using Parent Square and know how to navigate the application.</p> <p>MLK will increase registration and participation youth numbers to 40 students for each grade level.</p> <p>Participants display an increase in positive student-relationships.</p> <p>All participants display an increase in leadership skills and report feeling confident in themselves.</p>

2023-2024 Logic Model- Martin Luther King Elementary School

Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>During the 2023-2024 academic year, Martin Luther King Elementary School will have a new Administration Team. The MLK 21st Century Team needs to establish a relationship with the incoming team in order to collaborate effectively. A meaningful program will be developed for families in partnership with the school and other programs in the building. Family Engagement hours and serving more families are the primary goals for the program's final year. In addition, the ESD 105 Team will provide staff members with professional development opportunities. This will allow staff to support youth and families more effectively.</p>	<p>Offer more STEM Family Engagement hours</p> <p>Increase Family participation and involvement</p> <p>Provide Staff more Professional Learning Opportunities</p> <p>Program Staff builds a strong partnership with incoming MLK Admin Team</p> <p>Program will partner with Communities In Schools and deliver SEL activities.</p>	<p>ESD 105 Program Director- Theresa Maier</p> <p>ESD Program Data Manager Yvonne Avalos</p> <p>ESD 105 Staff Team</p> <p>MLK Principal</p> <p>MLK Counselor Blanca Garza</p> <p>21<sup>st</sup> Century Staff</p> <p>ESD 105 Program Curriculum</p> <p><b>Funding</b> 21<sup>st</sup> Century ESSER II Grant Community Donations Transportation</p> <p><b>Partnerships</b> Pacific Northwest University Health Sciences Yakima Arboretum Capital Theater WSU 4H JM Perry Parks and Recreation Communities In Schools Innovative Approaches Literacy grant</p> <p><b>Supplies-</b> Material related to programming</p>	<p>Program will collaborate with JM Perry, WSU 4-H, and PNWU Health Sciences to offer three 2-hour STEM Family Nights.</p> <p>Site Coordinator and staff will communicate regularly with families through check-ins to build trust with them. ESD and Program Staff will also use Parent Square to deliver family messages.</p> <p>Site Coordinator will create an informative fun program Newsletter through Pro Care for each grade session showcasing upcoming youth and family events. Different resources will be listed.</p> <p>ESD 105 provides program theme-based curriculum, lesson plans, and materials. Staff then reviews the material and prepares sessions for delivery. ESD 105 also provides support and PD to encourages clear understanding on how to present activities.</p> <p>Site Coordinator will meet formally with Administration Team once a month and as needed to talk about program.</p> <p>Program will partner with Communities In Schools and provide different SEL Activities. Ex: Calming Jars, Art, YOGA Night</p>	<p>Families who participate in educational workshops/ activities will learn something new. Participants will also work alongside their youth and learn what positive parental involvement is.</p> <p>Through check-ins and a Newsletter, staff will establish a relationship with all family members. Families who respond to check-ins /messages and view newsletters will be aware of what program is doing, upcoming events, and be provided a space to share youth needs and or concerns. Staff will also be able to share student growth and academic goals with families.</p> <p>Staff will apply all the knowledge/ skills learned during PD trainings into program. Program will operate as planned, youth will be engaged, and staff will feel comfortable facilitating activities.</p> <p>Site Coordinators will update the Administration Team on program needs and student success stories during formal meetings.</p> <p>Through partnerships, program will offer more SEL activities to both youth and families. Participants will learn about different emotion and how to manage them.</p>	<p>Program will provide three 2-hour STEM Family Nights throughout the program year.</p> <p>Program staff will check-in with Families during pick-up time and build a relationship with families.</p> <p>Site Coordinator will create a Program Newsletter for each Grade Session to communicate youth and family activities.</p> <p>Program Staff will have the opportunity to attend conferences or other online professional learning sessions.</p> <p>Program Site Coordinator will meet monthly with School Administration team to discuss program and will report back to the ESD 105 Program Director.</p> <p>Program staff can lead and collaborate with Communities In Schools to deliver activities and or family resources.</p>

### III. Washington Middle School

#### A. Summary

This Evaluation Report includes a comprehensive assessment for the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) at Washington Middle School for the 2022-23 program year, from Summer 2022 to Spring 2023. The program staff, school, participants, and families know this program as the Washington Middle School 21<sup>st</sup> Century and that is how the program will be addressed throughout this report.

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

#### a. Strengths & Successes

Nicole Rivera, Site Coordinator, shared during an end-of-year interview that staff created a safe space for youth. As a result of this welcoming environment, youth built a sense of belonging and fostered lasting relationships with peers. Additionally, staff demonstrated open communication which attracted many families. A key outcome of the success of the program was the high attendance at clubs and parent nights throughout the year. Coordinator Rivera noted, having a high attendance rate indicates how much families and youth enjoy the program.

Coordinator Rivera also shared the Garden Club's success in completing an outdoor mural and overhauling and redesigning the garden area. To beautify the school, the youth built several garden beds. A large number of youth participated in these projects and learned about a variety of art techniques. In addition, youth learned how to maintain and care for plants.

In addition, Rivera shared the Washington Middle School program has many staff who are committed to supporting youth! Her observation is that staff are highly committed to running the program to support students and families. Staff demonstrate their commitment to the program by accepting the responsibility of running youth interest-based clubs. Among these clubs are Cooking, Skiing, Board Games, Technology, and Korean. Rivera expressed that having a very supportive team contributes to the success of the program.

#### 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 and lasting youth academic, well-being and behavioral impacts. A few other challenges faced by the program during the year were also discussed by Coordinator Rivera. The first challenge was providing transportation. The driver shortage was the direct cause of this barrier. This challenge was only resolved during the Spring Break and Summer School programs. Even though this was a problem, the program was able to offer city bus passes to youth who needed them. The rest of the participants were either picked up from the program or walked home.

Aligning high need students with program supports was another challenge that the program faced. According to Rivera, the program staff tried different avenues to resolve this issue. Youth were offered individual support meetings, parents were contacted, and a diverse number of clubs were offered that would support high need youth. However, these strategies were not always successful.



**c. Recommendations and Next Steps**

RGI recommends that the program prioritize gathering feedback from youth and families. It is essential to use feedback to adjust the program in the upcoming 2023-2024 program year. Staff are recommended to administer youth surveys in April and to collect family surveys after each family event. Keeping a running list of family members who have not been surveyed is crucial to the process.

Another recommendation is for the Site Coordinator to revisit the data collection and editing process for the new program year. This is recommended to prevent an overload of necessary edits at the end of the year. Having an updated database throughout the year also allows for staff to review patterns and adjust clubs as necessary to better serve youth.

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

Another recommendation is for the program to focus on the retention of participants. Although the regular attendee goal was met, 211 youth attended 1 to 15 days of program. This indicates youth viewed 21<sup>st</sup> Century as a drop-in program. The purpose of program is to encourage and retain students for a minimum of 30 days so they can improve academically.

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

**IV. Program Overview**

**A. Theory of Change**

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

The grant proposed in working with the Educational Service District 105 to serve youth and family Reading, English, Math, STEM and Social Emotional Learning to be a focus of the program activities. In providing these activities the vision is to close the education and economic opportunity gap for families in the south eastside neighborhood school and route them on the road to educational success. The COVID-19 pandemic has changed the way those supports were offered during the 2021-2022, 2022-23 program year, and will continue to impact program in the 2023-2024 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 July 2023 with the Site Director to develop the 2023-2024 Logic Model. The 2023-24 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 21<sup>st</sup> CCLC programs.

The goal is for this document to be revisited by the Washington Middle School 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 2022-23 and 2023-24 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. The following was found:

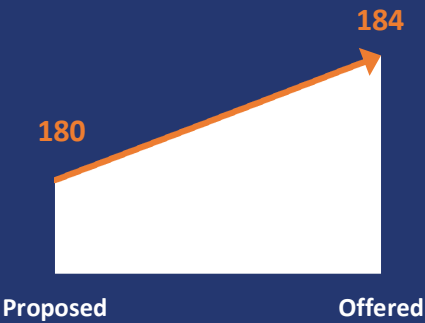
#### a. Operations

*Summer 2022 Program:* The program year began with a summer session on June 23, running for 30 days until July 29, 2022. Summer program was in-person and operated Monday through Friday for a total of 22 hours and 30 minutes each week. In the grant application, a four-week summer program, was proposed. This resulted in a goal of hosting 20 days of summer program, which was not met.

*School Year 2022-23 Program:* The school year program operated a hybrid framework for 167 days Monday through Friday beginning September 14, 2022 and ending June 13, 2023. During that time, the program operated before school from 7:00 am to 7:30 am and after school from 2:00 pm to 4:00 pm, for a total of 11 hours per week. The grant proposed to offer program five days per week for 32 weeks during the school year, totaling 160 days of program. Washington Middle School proposed a program year that operated for a total 160 days and met the target goal. Through a Hybrid program the Washington Middle School 21<sup>st</sup> 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 number of program hours served entered into the EZ Reports Database System.

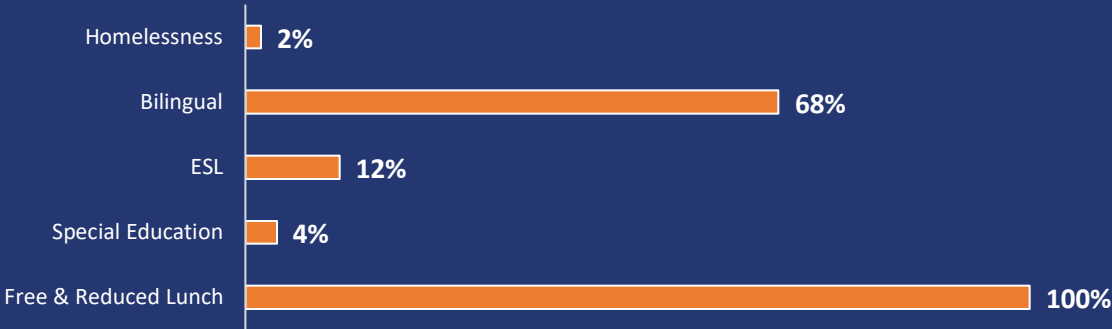
**Available Program Days**  
Summer & School Year



**460**  
Program Hours  
Served

**b. Serving the Target Population**

**Population Served Demographics**



*Recruitment & Retention:* During the school year, staff recruit high need youth to participate in the Summer Program based on their grades, attendance, and academic achievement. To spark interest in the program, staff connect with families and share its benefits. Summer participants are recruited later in the school year so that they are able to continue receiving support. In addition to outreach, staff work with teachers to identify youth who could benefit from the 21st Century Program.

A key component of the program is allowing youth to voice their opinions and make choices. As a result, youth have a sense of responsibility within the program as they develop interest presentations on clubs they are interested in. In response to receiving the club information, the site team recruits a teacher to run the club. Once a teacher commits to leading a club, it is integrated into the program. According to Coordinator Rivera, participation and retention are increased when programs are based on interests. Rivera went on to share that allowing youth to express themselves and seek clubs has been a success.

**c. Activities**

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

*Summer Activities Offered:*

Summer Program
<ul style="list-style-type: none"> <li>•English Language Arts Support</li> <li>•Math- 3 Sessions</li> <li>•STEAM- 3 Sessions</li> <li>•Washington State History- 2 Sessions</li> </ul>

*School Year Activities Offered:*

Academics	STEM	Social Emotional Learning	ART
<ul style="list-style-type: none"> <li>•Homework Center</li> <li>•Math Center</li> <li>•Before School Support</li> <li>•Literacy</li> <li>•Language Arts</li> <li>•Science Support</li> </ul>	<ul style="list-style-type: none"> <li>•STEAM</li> <li>•LegoMania Club</li> <li>•TSA Club</li> <li>•Skii Club</li> <li>•Band Club</li> <li>•Board Games CLub</li> <li>•Cooking Club</li> <li>•Garden Club</li> <li>•Technology Club</li> </ul>	<ul style="list-style-type: none"> <li>•Safe Space Club</li> <li>•SEL Group</li> <li>•Leadership Club</li> <li>•Girls Club</li> </ul>	<ul style="list-style-type: none"> <li>•Art Club</li> <li>•Graphic Novels</li> <li>•Korean Club</li> </ul>

**d. Transportation**

Transportation is available through the Washington Middle School partnership. However due to a school bus driver shortage, transportation was not available for the school year program. Participants are either picked up from program or walk home. Coordinator Rivera shared that although transportation was not provided during the school year, the program was able to have bussing for the Summer Program and during the spring Break Program. Additionally, if youth needed transportation program would give those participants a city bus pass.

**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 21<sup>st</sup> 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 participate in self-assessment and external observations via in-person program.

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



## VI. Outcome Evaluation Plan & Results

### A. Outcome Evaluation Plan

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

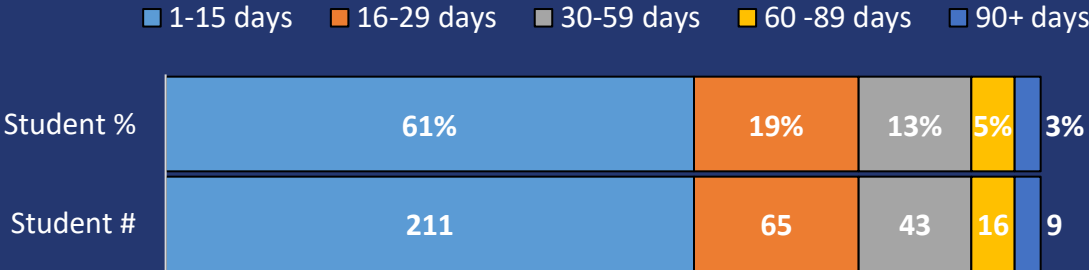
### B. Outcome Evaluation Results

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

a. Attendance

Youth Participation Levels Program-wide

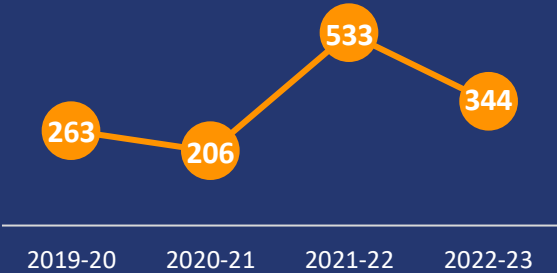
Total Served: 344      Total 30+ days: 68      Goal: 120



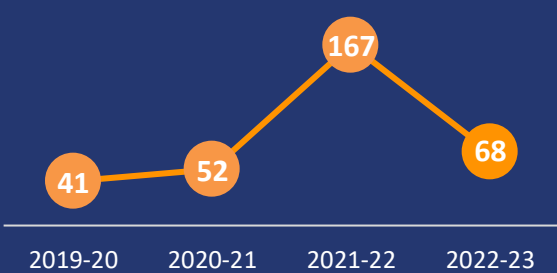
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities and achieve the target program days proposed the site offered some hybrid opportunities. As a result, the Washington Middle School Program, participation and retention increased but was not met. A larger number of students were able to access program services. Attendance was most prevalent between 1 to 15 days. Regular attendees accounted for 20% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

Below is a review of the total youth and regular attendees served over the last 4 years.

Youth Served 4 Year Attendance



Regular Attendees Served 4 Year Attendance

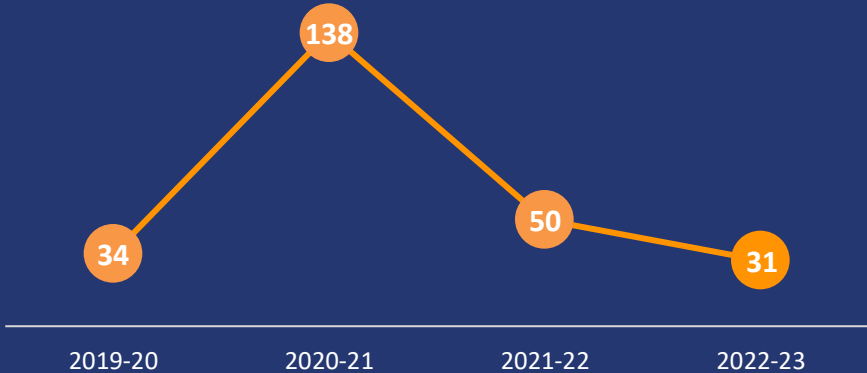


Family Members Served Program Wide (Goal\*50)



Within the end of the year analysis, RGI found the Washington Middle School Program met 62% of the family member goal. Below is a review of the total number of family members served over the past four years.

### Family Members Served 4 Year Attendance



The Washington Middle School Program held 12 family engagement events in its fourth year. Below is a list of all the events that were offered to family members of Washington Middle School program participants.

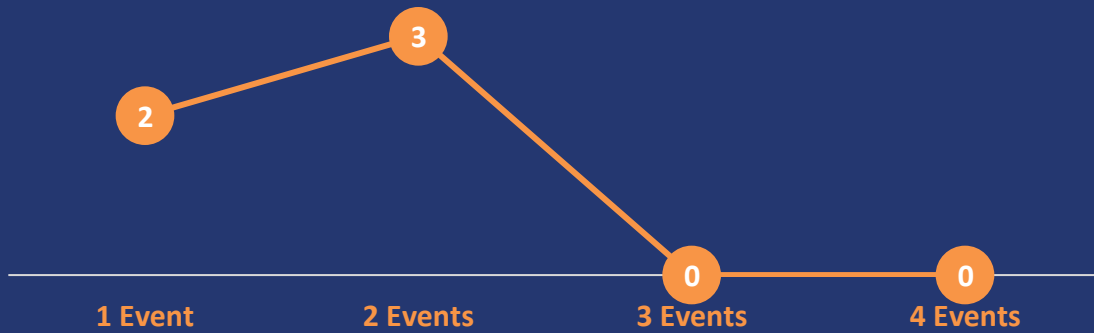
	Event Name	Number of Sessions
<b>12 Family Events Offered</b>	Family Night	1
	Hispanic Heritage Celebration	1
	Inclusion Event	1
	Math Night	1
	Science Family Night	1
	STEAM Family Night	1
	Strengthening Families	6

Of the 31 family members served, 5 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities/ workshops.* From the total number of regular attendee family members, zero (0%) attended four or more educational events. It was not possible to achieve the objective because not enough family members participated in engagement nights.

The table below shows the participation of family members of regular attendees.



### Regular Attendees Family Member 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 of family engagement therefore meeting the requirement. In the request for proposal Cohort 16, 21<sup>st</sup> Century programs are required to provide 2 hours per month of family engagement hours. To comply with the request for proposal requirement, RGI recommends that programs offer one event per month for a duration of two hours. In addition to offering services to families, this program is recommended to incorporate educational elements into some of these events to raise family members' educational levels. Administering a survey to assess family members' education levels is also recommended.

#### b. Academic Achievement

The state testing timeline was impacted by the pandemic and as a result the program did not use state data to measure proficiency gains in reading and math during the statewide school closures. Several of ESD 105 21<sup>st</sup> CCLC Program's measurable outcomes include assessing "increases in academic achievement" in reading and math. These outcomes were measured using local data and will continue to use local assessments for the remainder of the grant cycle. Furthermore, the grant included measuring local academic gains in reading and math using MAP Assessments. Map Assessments are no longer being used in the district; therefore, the replacement assessment will be used. In addition, the grant included measures of student behaviors through the Youth Skills and Belief Survey. Due to the cancellation of the 2020 survey and the changes in Spring 2021 and Spring 2022, the Youth Skills and Belief Survey was replaced. Additionally, the grant included measuring family participation and knowledge levels through a family member survey. Surveys were administered at the end of the year to all participating family members.

We know that students of color and low-income students were disproportionately impacted by the coronavirus and their learning. The learning gap is still observed. The hope is program will provide participating youth with the tools necessary to be successful in the upcoming school years.

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

**Grant Outcomes**

These outcomes were measured during the 2022- 2023 program year

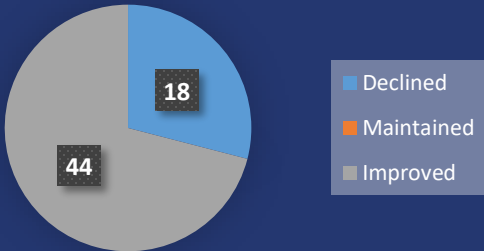
<b>Student Performance Outcomes</b>	<b>Target</b>	<b>Cohort Average</b>	<b>WA. MS.</b>
Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	93%	71%
Regular attending students will increase their math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	73%	34%
Regular attending students will increase Reading skills as measured by MAP Assessments	75%	47%	24%
Regular attending students will increase Math skills as measured by MAP Assessments	75%	73%	34%
Regular attending students will demonstrate a growth mindset	80%	94%	90%
Regular attending students will demonstrate growth interpersonal skills	80%	85%	86%
Regular attending students will demonstrate a growth self-regulation skills	80%	89%	79%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	79%	81%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	100%
Site Coordinators will participate in the Advance Planning with Data Webinar	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each Spring	100%	100%	100%
Parents that participate in educational classes will increase their level of learning annually	80%	83%	80%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities/ workshops	75%	11%	0%

Local Academic Data:

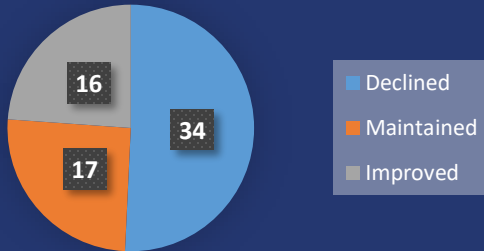
RGI Corporation utilized data results for students who attended the program 30 days or more to demonstrate the research that attending a program for 30 days or more has more impact on youth. RGI reviewed two academic measures to assess the program's impact on student academic achievement. In working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

Washington Middle School 21<sup>st</sup> Century program submitted Lexile Assessment scores for Reading and Grades for both Reading and Math using Fall 2022 and Spring 2023 data. Of the 62 Lexile Assessment reading scores analyzed by RGI Corporation; forty-four (71%) youth met proficiency in reading. Of the 67 Reading Grades analyzed, sixteen (24%) youth improved their grades in Reading. Of the 67 Math Grades analyzed, twenty-three (34%) youth improved their Math Grades. The following charts illustrate the number of youth who improved in Lexile Assessment, Reading and Math Subjects:

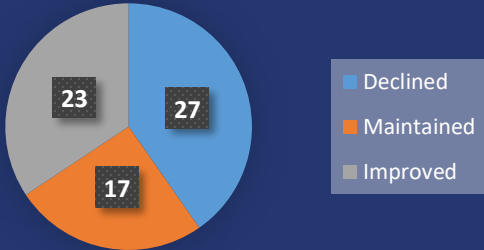
**71% of Regular Attendees Improved Lexile Scores from Fall 2022 to Spring 2023**



**24% of Regular Attendees Improved Reading Grades from Fall 2022 to Spring 2023**

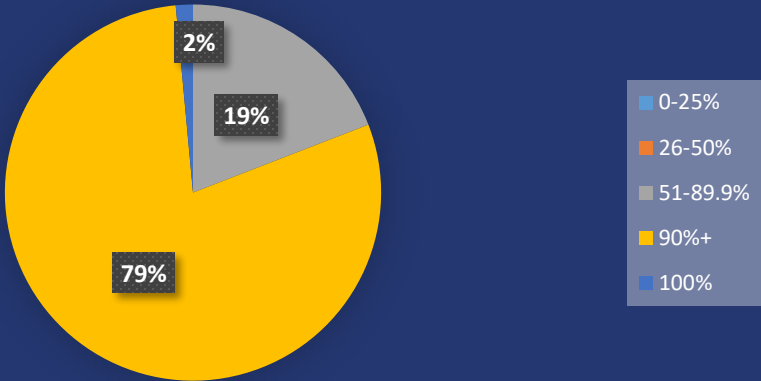


**34% of Regular Attendees Improved Math Grades from Fall 2022 to Spring 2023**



School-day attendance records for 68 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 26%- 89.9%, 54 students had 90% or greater attendance rate, and 1 student had 100% attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

**54 Youth Achieved 90% or higher School Day Attendance Rate**



**c. Student Behaviors and Attitudes**

Washington 21<sup>st</sup> CCLC Spring 2022 Youth Feedback Survey:

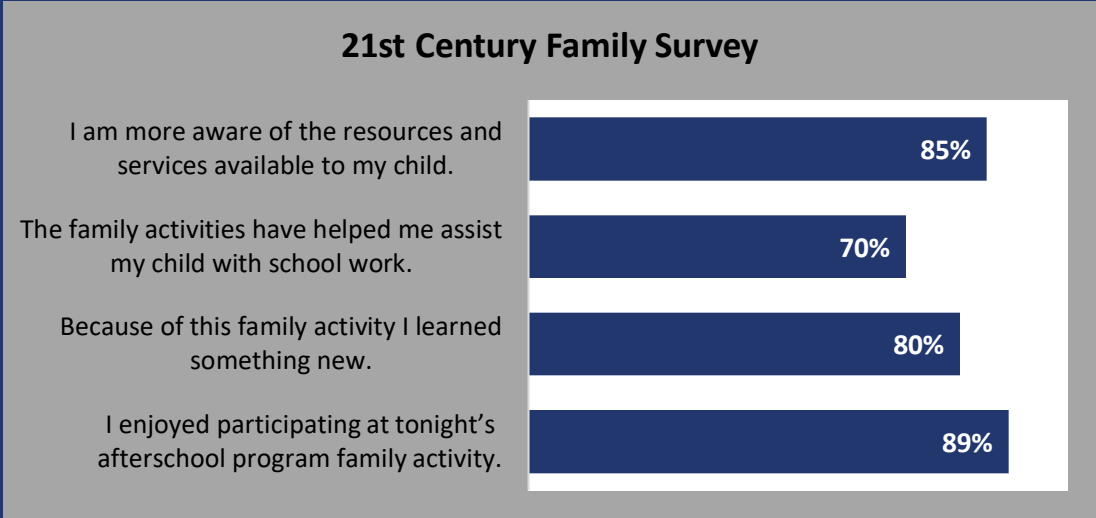
A goal of this 21<sup>st</sup> CCLC Program is to improve student behavior and life skills development, specifically to “demonstrate a growth mindset, interpersonal, and self-regulation skills”. A youth feedback survey was developed by RGI Corporation in alignment with the original Youth Skills and Belief Survey. The purpose of the youth survey is to assess positive student behavior on three scales: growth mindset, interpersonal skills, and self-regulation skills. Youth can either respond Yes or No for each statement. The total responses with “Yes” for each statement are then calculated to determine the total percentage for each behavior scale. A total of 7 students responded to the survey. The following chart illustrates the survey results.

Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
<b>Growth Mindset</b>	<i>I can stay focused in class.</i>	<b>100%</b>
<b>Interpersonal Skills</b>	<i>I learned to work in a team.</i>	<b>100%</b>
<b>Self-Regulation Skills</b>	<i>This program helped me learn how to be patient.</i>	<b>100%</b>

**d. Family Engagement**

*Family Survey:*

As part of the grant, RGI devised a family survey which was administered by the program team. In this survey, the goal was to assess the level of services provided to participants' parents and knowledge levels. A total of 20 surveys were collected. The results below demonstrate the percentage response of 'Yes', indicating the respondent agreed with the survey statement.



**e. Community Collaborations**

Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	White Pass, Yakima Community Coalition	\$5,500.00
Donated Materials	White Pass	\$9,000.00
Volunteers & Staffing	-	-
Other	-	-
<b>Total Contributions for the 2022-23 year</b>		<b>\$14,500.00</b>

## VII. Appendix

### A. Program Recommendations

**Attendance/ Retention:** During the fourth year, the program did not meet the goal to serve 120 regular attendees, however they did serve a high number of youth. As the staff begin the final program year, it is recommended recruitment efforts are continued and that retention of participants becomes a focus. 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 accurate record keeping of youth attendance. With multiple clubs running, it can be difficult to keep track of all of the participants.

**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 21<sup>st</sup> 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. The 2023-2024 Logic Model plan should be monitored to track the progress made from Fall 2023 to Spring 2024. 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 met and should continue to be a focus in the 2023-2024 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.

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

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

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*College and Technical Pathways:* Resources for afterschool programs to connect youth with post-secondary education or careers.

- [College And Technical Careers](#)
- [Afterschool Goes to College](#)
- [Afterschool Helping Students](#)

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

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

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*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](#)
- [2023 Bridge Conference](#)

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

- [Weikart Center for Youth Program Quality Webinars](#)
  - [The Forum For Youth Investment](#)
  - [School's Out Washington](#)
  - [Advancing in SEL](#)
  - [Problem Solving in SEL Efforts](#)
-



C. Center-based Logic Model

2022-2023 Logic Model- Washington Middle School					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>As part of Washington Middle School's program, staff will learn how to channel their programming creativity, build partnerships, and implement their ideas. Out of School Programming during the school breaks was a success during the 2021-22 program year. The program will continue to do this and invite youth to take ownership of the program through their input. By doing so, the program will increase youth engagement in learning, improve academic achievement, and decrease behavioral problems.</p>	<p>Recruit a Coordinator for the Washington MS 21<sup>st</sup> Century Program and move from an interim position.</p> <p>Encourage staff to communicate program needs and grow.</p> <p>Planning and ordering materials ahead of time.</p> <p>Offer a variety of activities through community partnerships.</p>	<p>PCS Edventures Curriculum</p> <p>Community Agencies ready to partner with schools and families. (Central Washington School Site Program, Pacific Northwest Medical School)</p> <p>ESSER Funds</p> <p>Staffing Washington MS Funding</p> <p>Yvonne Avalos Data Manager (Attendance and programming)</p> <p>Principal Bill Hilton</p> <p>School building and School Staff</p>	<p>Washington MS School break sessions will operate during all the breaks.</p> <p>21<sup>st</sup> Century will offer monthly family programming that is inclusive to younger siblings of middle school participants.</p> <p>Family programming will focus on; Wellness, STEM, LGBTQ, Community Engagement, Career Exploration.</p> <p>21<sup>st</sup> Century Liaison will have quarterly brainstorming afterschool staff meetings.</p> <p>21<sup>st</sup> Century Liaison will attend afterschool Washington MS staff meetings.</p>	<p>Staff are able to provide youth programming that allows youth to be curious about program through hands on activities. Youth will learn a variety of skills and knowledge through the diverse programming.</p> <p>Family members who participate in family programming will gain trust and feel welcomed. Family programming will also allow all family members to be engaged including younger siblings.</p> <p>Family Members who participate in programming will gain different skills to support their youth through their journey in adolescence.</p> <p>Program staff will have the resources, materials, and community partners offer a variety of program activities.</p> <p>Staff members will know who to contact when they have programming and who to contact for 21<sup>st</sup> Century support.</p>	<p>Washington MS will have a 21<sup>st</sup> Century Liaison within the building to speak with about program. The Site Coordinator will help connect the program with ESD, partnerships, students, and families.</p> <p>School staff go to the 21<sup>st</sup> Century Liaison and request materials.</p> <p>Staff will have materials and access to curriculum that align with topics students are exploring during the school day.</p> <p>Once a quarter afterschool staff are meeting to brainstorm what the program can do. (What materials are needed, who to talk to, when the activities will take place etc.)</p> <p>Once throughout the school year a community partner will go into the site and run a program session/activity.</p> <p>Program Liaison attends Washington Middle School all program staff meetings and provides program updates.</p>

2023-2024 Logic Model- Washington Middle School

Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>In the Washington Middle School 21st Century Program, youth can communicate and collaborate with peers and adults in a more relaxed environment while participating in interest-based activities that foster a fun academic based initiative, creativity, and critical thinking. Due to this approach, many youth participate in the program, however keeping track of all the youth and their participation in all activities can be challenging. In the final year of programming staff have made a priority in youth retention and data entry.</p>	<p>Increase regular attending participants</p> <p>Offer a wide variety of programming</p> <p>Improve attendance tracking and data entry</p>	<p>PCS Edventures Curriculum</p> <p><b>Partnerships</b> Central Washington University, Pacific Northwest Medical School, Yakima Valley Community Coalition, Drug Awareness, White Pass, SNAP-ED)</p> <p>21<sup>st</sup> Century Funding</p> <p>ESSER Funding</p> <p>Staffing through Washington MS Funding</p> <p>Yvonne Avalos Data Manager (Attendance and programming)</p> <p>ESD 105 Program Director- Theresa Maier</p> <p>Principal Bill Hilton</p> <p>School building and School Staff</p>	<p>Staff will create a fun youth interest survey to gather youth feedback on clubs they would like to participate in.</p> <p>Program will offer a Media Club twice a week and through this Club participating youth will experience how to develop a podcast and use the equipment.</p> <p>Program will offer more opportunities around cooking and life skills.</p> <p>Program will establish a partnership with SNAP-ED and through this partnership youth will learn about nutrition.</p> <p>All Club lead teachers will have access to the shared Google Drive Attendance Sheet and will enter attendance daily. Data Manager will then update Attendance in EZ Reports weekly.</p>	<p>Youth who respond to Club Interest Survey will have the opportunity to share program feedback and interest in activities. Clubs will then be implemented into program. Youth engagement and participation will increase.</p> <p>Podcasting will bridge gaps such as literacy, language skills, writing skills by creation, communication, critical thinking, collaboration.</p> <p>Partnerships will allow program to offer a variety of cooking activities. Participating youth will learn how to cook and enhance any cooking skills they may have. Participants will also learn about healthy nutrition.</p> <p>Google Drive Attendance will streamline attendance data entry as well as minimize the loss of attendance sheets or backlogging.</p>	<p>Program will provide Youth Interest Clubs to increase participation and retention.</p> <p>Students will display more positive social skills.</p> <p>Podcasting will elevate youth voices and improve written and verbal communication skills.</p> <p>Program will develop partnerships that will improve youth nutrition and life skills.</p> <p>Program Staff will track youth attendance for each club through a shared Google Excel Sheet.</p>