21ST CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL TIME | COHORT 17

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 third year of this 21st Century Community Learning Centers (21st CCLC) grant program. The Pathway to Success (Pathway) program is a partnership between ESD 105, Yakima School District, Enterprise for Progress in the Community and other community providers. The 21st CCLC Program offers after-school programs and parent educational opportunities. The program proposed to serve a total of 340 students, of those 272 students for 30 days or more and 150 parents across the three sites. This five-year 21st CCLC grant program is funded by the Office of Superintendent of Public Instruction (OSPI). The project is being evaluated by RGI Corporation, an independent local educational evaluation corporation.

A. HIGHLIGHTS & ACHIEVEMENTS

452 Youth served

104 Family members served

3 Afterschool sites

145 Days of afterschool

25 Different parent offerings

69% Family member goal met

88% Regular attendee goal met

133% To served youth goal met

85% Youth improved Math Test Scores

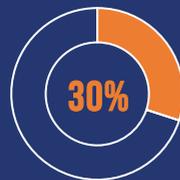**3.84** Average SEL PQA score in Safe Space

DEMOGRAPHICS
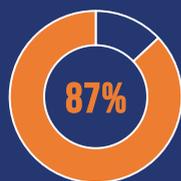
YOUTH: 452 TOTAL STUDENTS IN GRADE K-5

100% Low-income

79% Hispanic

30% Special Ed.

56% Female

87% Minority

5% ELL
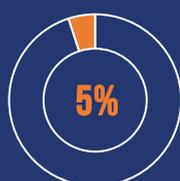
70% Bilingual

44% Male

FAMILY MEMBERS

25 Total activities

56 Total hours of family engagement

77 Regular attendee family members participated

B. OVERVIEW OF CENTERS

Adams Elementary – Yakima, WA
Grades K-5

Summer Program (Hybrid Program)
- Operated June 23, 2022 – July 29, 2022 for 26 program days
- Served 58 students operating 8:45 AM to 12:45 PM Monday – Friday
- Special Focus: Activity Packets
  - Life Cycles, Pirates, Sports Science

After School Program (In-Person)
- Operated September 27, 2022 – June 08, 2023 for 117 program days
- Served 116 students operating 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM

100% Low-income
91% Minority
9% ELL

McKinley Elementary – Yakima, WA
Grades K-5

Summer Program Program (Hybrid Program)
- Operated June 23, 2022 – July 29, 2022 for 26 program days
- Served 62 students operating 8:45 AM to 12:45 PM Monday – Friday
- Special Focus: Activity Packets
  - Life Cycles, Pirates, Sports Science

After School Program (In-Person)
- Operated September 27, 2022 – June 08, 2023 for 116 program days
- Served 120 students operating 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM

100% Low-income
90% Minority
4% ELL

Ridgeview Elementary – Yakima, WA
Grades K-5

Summer Program 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

After School Program (In-Person)
- Operated September 27, 2022 – June 08, 2023 for 119 program days
- Served 152 students operating 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM

100% Low-income
90% Minority
1% ELL

C. IMPLEMENTATION

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

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

Attendance – All Centers 2022-23

	Youth Participation Levels Grant Wide					Total 30+ days 238
Day Range	1-15	16-29	30-59	60-89	90+	
Student #	101	113	200	36	2	Total Served 452
Student %	22%	25%	44%	8%	0%	

The coronavirus impacted how afterschool centers operated. All centers turned to hybrid programming in order to offer academic enrichment services. Hybrid programming opened new opportunities for centers to serve more youth and families all while being flexible with program operations. As a result, participation and retention numbers are slowly increasing. The goal of serving 272 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.
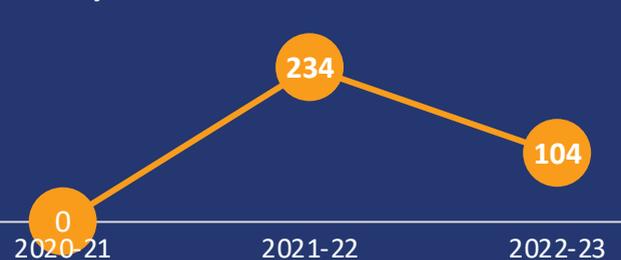
Family Members Served Grant Wide (Goal*: 150 members)

Served 104 Members

Regular Attendees Served Year 3 Attendance

	2020-21	2021-22	2022-23
	0	379	238
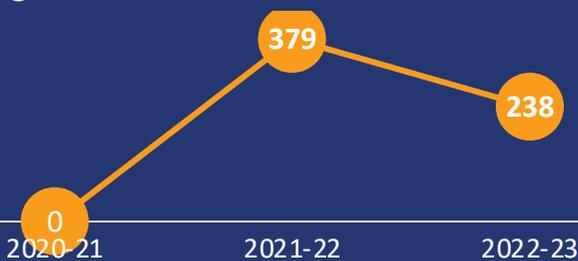
Family Members Served Year 3 Attendance

	2020-21	2021-22	2022-23
	0	234	104

Program Quality Assessment 2022-2023

Scale 1-5 (Best Practice)

Safe Space	Supportive Environment	Interactive Environment	Engaging Environment
3.96	3.02	2.74	2.87

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%	100%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	85%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	65%
Regular attending students will increase Math skills as measured by Grades quarterly and annually	75%	85%
Regular attending students will demonstrate a growth mindset	80%	97%
Regular attending students will demonstrate interpersonal skills	80%	90%
Regular attending students will demonstrate self-regulation skills	80%	90%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	84%
Self and external observations will be completed, scored and entered into Scores Reporter	100%	100%
Staff will attend the Live Planning with Data training to review scores	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	78%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session	75%	3%

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 a minimum of 2 hours of 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.

21ST CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL: COHORT 17

ESD| FACT SHEET | 2022-2023

Yakima School District

GRANTEE PARTNERS

- Educational Service District 105
- Yakima School District
- Enterprise for Progress in the Community

MAP

OPERATED 3 AFTER SCHOOL CENTERS IN YEAR THREE

Adams Elementary

149 served

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

McKinley Elementary

135 served

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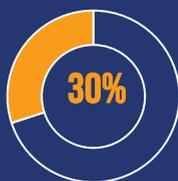After School: 3:15 PM – 5:15 PM

Ridgeview Elementary

168 served

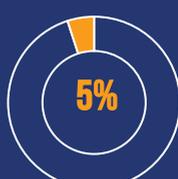Summer: 8:45 AM – 12:45 PM
After School: 3:15 PM – 5:15 PM

STUDENT DEMOGRAPHICS

- **100%** Low-income
- **30%** Special Ed.
- **87%** Minority
- **5%** ELL
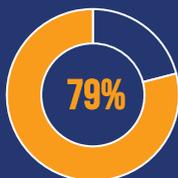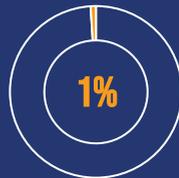- **79%** Hispanic
- **1%** Homelessness

ACTIVITIES

- ELL Support
- Art & Music
- Math
- Science
- Technology Education
- STEM
- Literacy
- Youth Leadership
- Tutoring
- Social Emotional Learning

FINDINGS

452 Youth served

Served Youth in grades **K-5**

53% Regular Attending program youth

Met **88%** of Regular Attendee goal

III.   Adams Elementary School

A. Summary

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

The Adams 21st Century goal is to provide extended day academic assistance and enrichment activities for 140 participants and of those 112 youth for 30 or more days annually through the five-year grant. The program also proposed to provide education courses/literacy activities for 50 family members annually.

a. Strengths & Successes

One of the key factors for the program's success was having the support of the Adams School Administration, according to Coordinator Alma-Jacqueline Hernandez. With the support of the school administration and school day teachers, the staff were able to create a 21st Century program presence. As program staff are also employed by the school during the day, they have a deeper understanding of the youth and families, making it easier for them to establish a connection with potential participants. Teachers also contributed to the success of the recruitment process by supporting program staff.

Another success shared by Coordinator Hernandez was the implementation of a curriculum that streamlined lesson planning. Each day of the week, staff members follow a lesson plan that helps them facilitate lessons. In the event that a staff member is absent, another staff member can easily step in and carry on with the lesson of the day. Hernandez explains that although the curriculum is set, lesson plans can be tailored to each grade or ability level.

Lastly, Hernandez shared that staff consistently implemented a Social Emotional Learning activity every day for a minimum of 15 minutes. As a result, youth gained a deeper understanding of their emotions and those around them. A variety of techniques were also taught to youth in order to manage their emotions.

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.

Although Coordinator Hernandez had some successes, she also faced three barriers. Transportation was the first barrier. As many youth live within walking distance of the program, this was a minor barrier. According to Hernandez, this challenge contributed to the inability of some youth to participate in the program. Hernandez noted that one of the reasons that the program did not reach its regular attendance target could have been that it did not provide transportation.

Implementation was also hindered by youth not having a step-by-step guide for how to use their LEGO sets. During specific activities, youth became frustrated as they were unable to identify the pieces to build the final product despite knowing what it was. Throughout these moments, Hernandez explained, youth learned what each Lego piece was and how to use it through trial and error.

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

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

Yakima School District is a mid-size and high-need school district with one of the most diverse student populations in the state. EPIC is a community-based organization that provides a range of Head Start and early childhood educational services to children and families. EPIC will be a key partner at our Yakima target schools providing a range of educational services to families.

The COVID-19 pandemic has changed the way supports were offered during the 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 21st CCLC programs.

The goal is for this document to be revisited by the Adams site team throughout the year to reflect on progress and plans towards goals and outcomes. While the planning team was small this year, it is recommended that the entire staff team joins in creating the next Logic Model. Full 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:
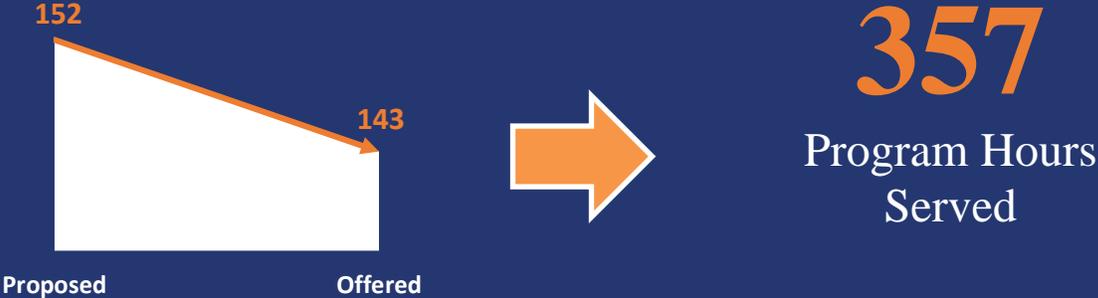
a. Operations
Summer 2022 Program: The program year began with a summer session on June 23, running for 26 days until July 29, 2022. Summer program was hybrid and operated Monday through Friday from 8:45 AM to 12:45 PM for a total of 20 hours each week. In the grant application, a six-week summer program 4 days per week was proposed. This resulted in a goal of hosting 24 days of summer program, which was met.
School Year 2022-23 Program: The school year program operated a hybrid program for 117 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 four days per week for 32 weeks during the school year, totaling 128 days of program. Adams proposed a program year that operated for a total 128 days and did not meet the target goal. Through hybrid programming the Adams 21st Century site met **91%** 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

152

143

Proposed   **Offered**

357
Program Hours
Served

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b. Serving the Target Population

Population Served Demographics

Category	Percentage
Homelessness	1%
Bilingual	79%
ESL	9%
Special Education	1%
Free & Reduced Lunch	99%

Recruitment & Retention: Coordinator Alma-Jacqueline Hernandez shared that recruitment for the Summer Program began during Spring Conferences. Parents were informed by their school day teachers about an opportunity for their children to participate in a summer program. Parents were reminded of the start date of the Summer Program during the last two months of the school year.

The program recruitment process began during the school year with staff handing out five applications to each fourth and fifth grade teacher. Students who needed further academic support were identified by teachers. Program staff followed up with targeted youth by sending a program flyer and communicating via the Parent Square application after applications were handed out. The process was repeated throughout each session until the program reached capacity. To retain youth program focused on making all learning activities fun and not making program feel like an extended school day. This was done in effort to attract and retain youth for 30 or more program days.

c. Activities

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

Summer Activities Offered:

Activity Packets

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:

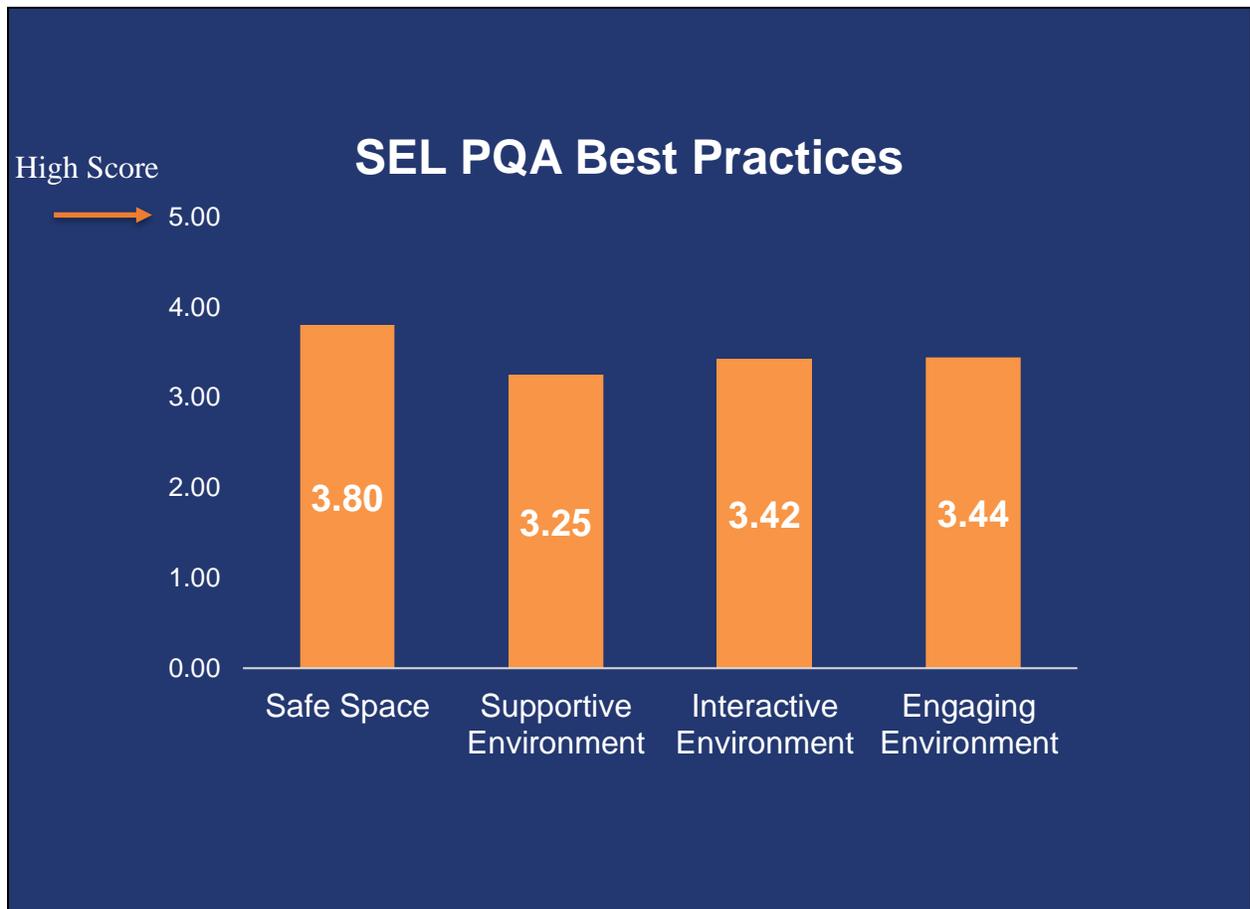| 4th & 5th Grade	2nd & 3rd Grade	Kinder and 1st Grade
Reading and Writing	Reading and Writing	Reading and Writing
Eco Systems	Eco Systems	Eco Systems
Where do you live	Where do you live	Where do you live
Climate Change	Climate Change	Climate Change
Biodiversity	Biodiversity	Biodiversity
Create a Story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

d. Transportation

The Adams 21st Century Program was not able to provide transportation due to a shortage of bus drivers. Participants were either picked up after program or walked home.

e. Program Quality Assessment

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

SEL PQA Best Practices

High Score

Domain	Score
Safe Space	3.80
Supportive Environment	3.25
Interactive Environment	3.42
Engaging Environment	3.44

VI.   Outcome Evaluation Plan & Results

A. Outcome Evaluation Plan

As stated in the Local Evaluation Guidelines, "**Outcome Evaluation** examines changes in participant knowledge, attitudes, and behaviors in order to understand the extent to which the

program is bringing about changes". This section reviews the outcomes of youth and family participation, academic achievement, and community collaborations.

B. Outcome Evaluation Results

The goal for the number of students to be served at this after-school site was 140 youth. Of those youth 112 youth are to be served regularly. OSPI has defined that youth "regularly served" attend program for 30 days or more. This definition is based on research concluding that youth gain more academically if they attend more than 30 days in after-school programs.

a. Attendance

Youth Participation Levels Program-wide

Total Served: **149**   *Total 30+ days:* **63**   *Goal:* **112**

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

|	1-15 days	16-29 days	30-59 days	60-89 days
Student %	26%	32%	36%	6%
Student #	38	48	54	9

The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities and achieve the target program days proposed, program offered some hybrid opportunities. As a result, the Adams Program, participation and retention increased but was met. A larger number of students were able to access program services. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 42% 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 is a review of the total youth and regular attendees served over the last three years.

Youth Served 3 Year Attendance

254
149
0
2020-21   2021-22   2022-23

Regular Attendees Served 3 Year Attendance

212
63
0
2020-21   2021-22   2022-23
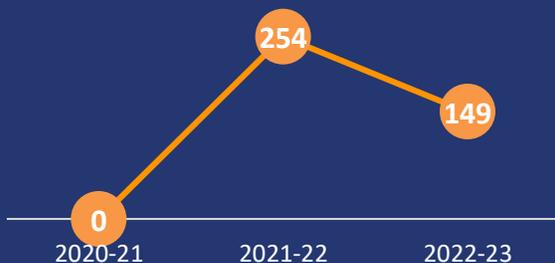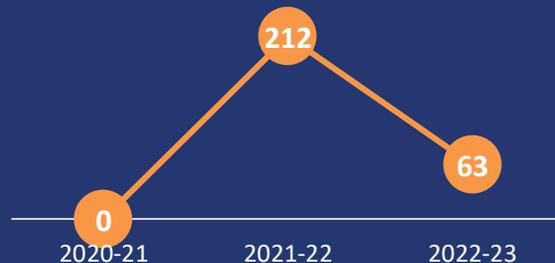
As part of the Summer Program, the Adams 21st Century site served 58 youth. The goal of serving 100 students during the summer was not met. The program achieved 58% of this goal. Due to the timeline of the Cohort 17 grant competition, year one of the grant was considered to be in 2020-2021 (January 2021 through May 2021). During year one, all program planning was done for year two. The grant's third year began with Summer Program 2022. Below is a chart illustrating how many youth were served during each summer program.

Youth Served in Summer Program

Youth to Serve Goal →

150	
100	
50	
0	

170

58

0

2020-21   2021-22   2022-23

Family Members Served Program Wide (Goal*50)

Served 2 Family Members

The Adam Program held 7 family engagement events in its third year. Below is a list of all the events that were offered to family members of the Adams Program participants.

7 Family Events Offered	Event Name	Number of Sessions
	Fiesta Community Resource Fair	1
	Strengthening Families	6

Of the two family members served, one was a family member of a regular program participant. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session*. From the total number of regular attendee family members, zero (0%) attended four or more educational events. It was not possible to achieve the objective because of external factors. Program will focus on offering more family engagement nights during the upcoming program as well as doing more outreach to connect with families.

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

Regular Attending Family Members Attendance

1 Event	2 Events	3 Events	4 Events
1	0	0	0
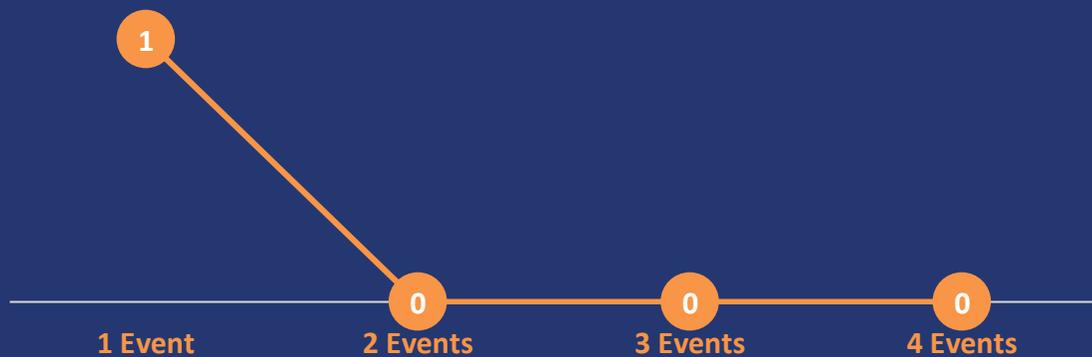
Furthermore, program provided a total of 18 hours of family engagement over the course of 12 months. Program offered an average of 1 hours and 30 minutes per month. Despite offering activities program did not meet the family engagement requirement. In the request for proposal Cohort 17, 21st Century programs are required to provide 2 hours per month of family engagement hours.

To comply with the request for proposal requirement, RGI recommends that program continues to offer one event per month for a duration of two hours. In addition to offering services to families, this program is recommended to incorporate educational elements into some of these events to increase family members' educational levels. Administering a survey to assess family members' education levels is also recommended to gather participant feedback.

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 members participation** and **knowledge levels** through family member events attendance and surveys. 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

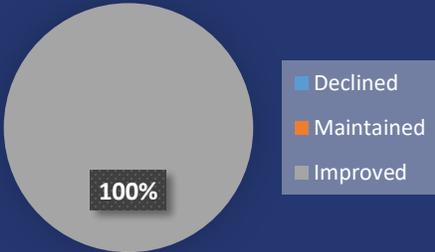| Student Performance Outcomes	Target	Cohort Average	Adams
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	100%	100%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	85%	87%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	65%	64%
Regular attending students will increase Math skills as measured by Grades quarterly and annually	75%	85%	87%
Regular attending students will demonstrate a growth mindset	80%	97%	89%
Regular attending students will demonstrate interpersonal skills	80%	90%	76%
Regular attending students will demonstrate self-regulation skills	80%	90%	78%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	84%	86%
Self and external observations will be completed, scored and entered into Scores Reporter	100%	100%	100%
Staff will attend the Live Planning with Data training to review scores	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	78%	No data
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session	75%	3%	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.
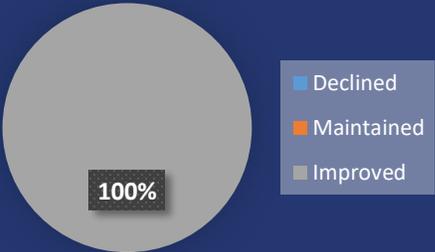
The Adams 21st Century program submitted Dibels Assessment scores for reading using Fall 2022 and Spring 2023 data. Of the 53 reading scores analyzed by RGI Corporation; 53 (100%) youth improved their reading scores. Of the 15 Amplify Lectura Assessment scores analyzed: 15 (100%) youth demonstrated improvement. The Dibels Composite scores, beginning of the year and an end of year benchmark review was also conducted.

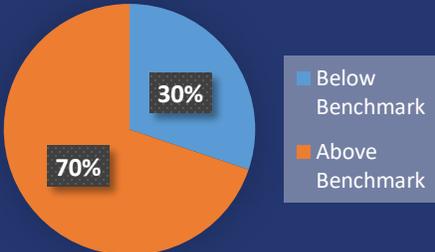The following charts illustrate the academic results in reading:

Dibel Assessment Scores

100%

- Declined
- Maintained
- Improved

Amplify Lecutura Scores

100%

- Declined
- Maintained
- Improved

Beginning of the Year- Dibels Composite Scores

30%
70%

- Below Benchmark
- Above Benchmark

Number of Youth: 53
Goal: 306
Score Range: 244 to 400
Average: 316.64

End of Year- Dibels Composite Scores

36%
64%

- Below Benchmark
- Above Benchmark
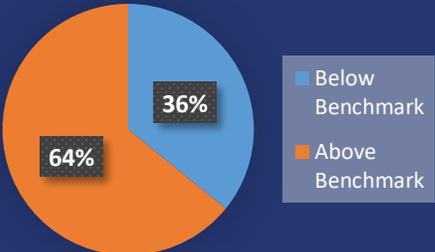
Number of Youth: 53
Goal: 420
Score Range: 349 to 495
Average: 431.22

The Adams 21st Century program submitted Fast Track Math Assessment scores for Math using Fall 2022 and Spring 2023 data. Of the 61 Math scores analyzed by RGI Corporation: 53 (87%) youth improved Math academic achievement, 6 youth declined Math scores, and 2 maintained their math scores.

The following chart illustrates the academic results in Math:

FastTrack Math Assessment Scores

- 3%
- 10%
- 87%

Legend:
- Declined
- Maintained
- Improved
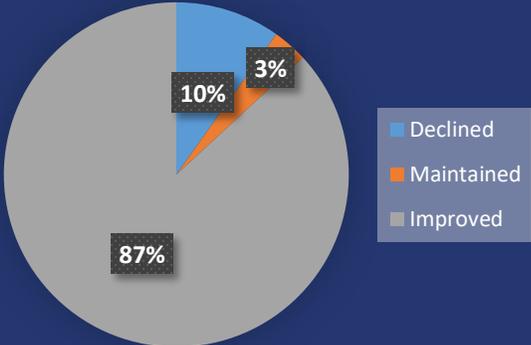
School-day attendance annual records for 63 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees 9 had a daily school-day attendance rate of 51%- 89.9%, 48 students had 90% or greater attendance rate, and 6 students had a 100% daily school attendance 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
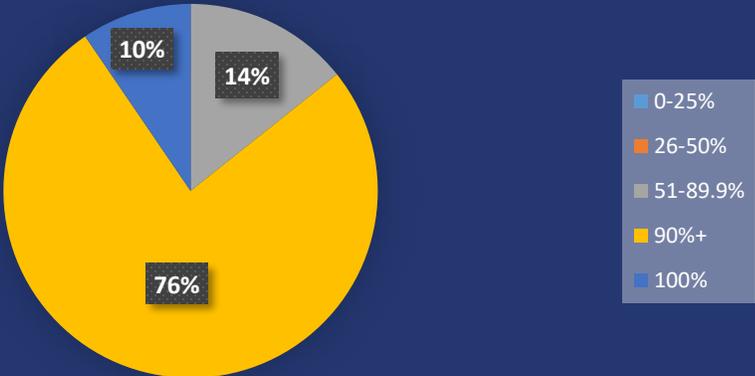
- 10%
- 14%
- 76%

Legend:
- 0-25%
- 26-50%
- 51-89.9%
- 90%+
- 100%

A review of quarterly attendance records was also conducted at the end of the year. The school year at Adams Elementary is divided into four trimesters: Trimester 1, Trimester 2, Trimester 3, and Trimester 4. The following cha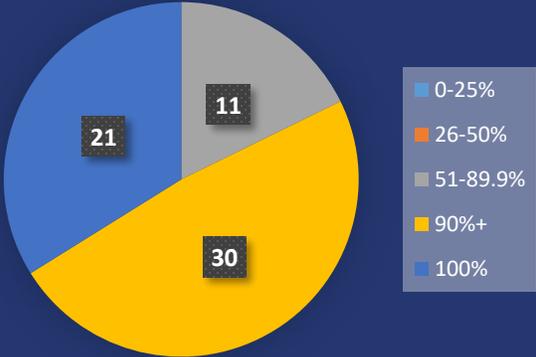rts display the number of youth in each attendance rate set for regular attending students for Trimester 1 through Trimester 4.

Trimester 1- Regular Attending Students School Day Attendance Rate

Legend:
- 0-25%
- 26-50%
- 51-89.9%
- 90%+
- 100%

Values: 5, 23, 34

Trimester 2- Regular Attending Students School Day Attendance Rate

Legend:
- 0-25%
- 26-50%
- 51-89.9%
- 90%+
- 100%

Values: 11, 21, 30

Trimester 3- Regular Attending Students School Day Attendance Rate

Legend:
- 0-25%
- 26-50%
- 51-89.9%
- 90%+
- 100%

Values: 9, 20, 33

Trimester 4- Regular Attending Students School Day Attendance Rate

Legend:
- 0-25%
- 26-50%
- 51-89.9%
- 90%+
- 100%

Values: 1, 11, 23, 27

c. Student Behaviors and Attitudes

RGI Youth Feedback Survey:

A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to *"demonstrate a growth mindset, interpersonal, and self-regulation skills"*. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and Belief Survey. The purpose of the youth feedback survey is to assess positive student behavior on three scales: growth mindset, interpersonal skills, and self-regulation skills. Youth 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, 15 regular attendees completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered Very True or Most of the Time True
Growth Mindset	*This program helped me try new things.*	100%
Interpersonal Skills	*I listen to other people's ideas*	87%
Self-Regulation Skills	*I learned that my feelings affect how I do in class.*	80%

d. Family Engagement

Family Survey:

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

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

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

VII.   Appendix

A. Program Recommendations

Attendance/ Retention: During the third year, the program did not meet the goal to serve 112 regular attendees, however they did serve many high need youth. As the staff begin the fourth program year, it is recommended recruitment efforts are continued, but with a focus on retention. RGI recommends staff consistently check-in with youth that have 15-29 days of attendance to ensure they continue to attend offerings. It is likely that youth motivation and participation will increase if a safe, fun, and hands-on learning environment is provided therefore implementing youth voice and choice is also recommended.

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

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

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

Youth Feedback: Site Coordinators should schedule time for administering the RGI Youth Survey. Due to the three sessions offered by the 21st Century Program, staff should collect surveys from each session as each session caters to a different age group. It is important that the program collects surveys from at least half of the total number of youth served. As a result of receiving direct feedback from youth, staff will be able to make changes to improve the level of youth engagement and participation in the program.

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

B. Resources

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

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

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

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

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

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

- A Guide for Engaging ELL Families
- MyPlate, MyWins for Families
- Toolkit of Resources for Engaging Families and the Community as Partners
- Migrant Education Workshops and Webinars
- Harvard Family Research Project

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

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

2023-2024 Logic Model- Adams Elementary School					
Youth, family, and community needs	**Center goals**	**Implementation (process evaluation)**			**Outcomes (outcome evaluation)**
		Inputs (resources/assets)	**Program and center activities**	**Outputs (products/fidelity)**	
Partnerships support student success and lifelong opportunities by driving program quality and sustainability. Adams Elementary 21st CCLC Program is committed to providing youth with fun learning experiences. Providing a variety of activities will increase regular attendance and youth participation. It is through partnerships that staff will feel supported, burnout will be reduced, and staff will be able to put more effort into youth retention.	Increase in-house partnerships and build strong relationships Offer more STEM Family Engagement hours Increase Family participation and involvement Staff Recruitment and Retention	ESD Team ESD Data Manager- Yvonne Avalos Adams 21st Century Staff Adams School Staff Communities in Schools- Paola Huerta Barbosa Migrant Student Advocate Funding 21st Century ESSER Grant Partnerships IAL Grant Perry Tech Pacific Northwest University Central Washington University Warehouse Theater ESD Development Curriculum and PCS Edventures Materials Keva Planks Legos Books Art/ STEM Supplies	Staff will partner with the Afterschool Migrant Program to provide migrant students additional fun hands-on learning opportunities. Staff will partner with Adams Soccer Program to encourage physical education and learn the basics of soccer. Program will collaborate with JM Perry, WSU 4-H, and PNWU Health Sciences to offer three 2-hour STEM Family Nights. 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. ESD 105 will be intentional with staff Professional Development by providing Curriculum, lesson plans, material to cut down on planning and staff burnout. ESD 105 will provide staff feedback opportunities and create a supportive environment.	Migrant students and families will feel a sense of belonging and school connectedness. Target participants will participate in activities such as: STEM, SEL, ART while being supported as English Language Learners. Participants will get the opportunity to learn how to play soccer and engage in a physical activity. Youth will also learn to work/play collaboratively in a team. 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. Staff who attend PD Trainings will be better equipped to facilitate lesson plans, engage with youth, and have the opportunity to network with other colleagues. Program quality will also improve. Staff who respond to surveys or interviews will feel heard and supported. Feedback will be used to make necessary changes.	Program staff will create a relationship with and develop 2 in-house partnerships. Program will provide three 2-hour STEM Family Nights throughout the program year. Program staff will check-in with Families during pick-up time and build a relationship with families. New-hires will stay with program for a minimum of 1-year to gain a better understanding of 21st Century. 50% of Program School year staff will return for the following program year.

III. McKinley Elementary School

A. Summary

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

The McKinley 21st Century goal is to provide extended day academic assistance and enrichment activities for 100 participants and of those 80 youth for 30 or more days annually through the five-year grant. The program also proposed to provide education courses/literacy activities for 50 family members annually.

a. Strengths & Successes

Maria Frias Ontiveros, a program staff member, stated in an end-of-year interview that the McKinley 21st Century Program was successful because they were fully staffed the second half of the year. Due to the high level of turnover in the fall, she considers this a tremendous success. Furthermore, with a fully staffed program, teachers are able to rotate and take over when needed because they have extra hands to assist.

Ontiveros noted that youth enjoy attending the program and are satisfied with it. Ontiveros said that McKinley's fantastic team accounts for the positive response of youth. In addition, Ontiveros noted that youth always arrived at the program excited and smiling.

Family engagement nights were another major success of the program. As a result, the program was able to meet and exceed its goals. Ontiveros noted that the program started off slow with family engagement nights but was able to provide seven different events that helped many families. As a result of attending a family engagement event, families expressed a better understanding of resources available to them.

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. Ontiveros Site Coordinator also discussed two challenges the program encountered during the year. First, there was the issue of transportation. Transport plays a major role in the number of youth attending the program, especially during the Fall session. For some families, the lack of transportation is a deal breaker, and if a program does not provide busing, youth cannot attend.

A second challenge was the absence of the program's coordinator, who was on maternity leave. Although Ontiveros shared that this was manageable because the program only lost one member, they lost two site aides towards the winter. Additionally, the program teachers occasionally had to attend trainings to fulfill school contract hours, leaving the program with fewer hands to support the program on those days. By the beginning of Spring, new staff members joined the team and the Migrant Program Coordinator stepped in to fill in when necessary.

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

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

Yakima School District is a mid-size and high-need school district with one of the most diverse student populations in the state. EPIC is a community-based organization that provides a range of Head Start and early childhood educational services to children and families. EPIC will be a key partner at our Yakima target schools providing a range of educational services to families. The COVID-19 pandemic has changed the way supports were offered during the 2021-2022, 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 21st CCLC programs.

The goal is for this document to be revisited by the McKinley site team throughout the year to reflect on progress and plans towards goals and outcomes. While the planning team was small this year, it is recommended that the entire staff team joins in creating the next Logic Model. Full 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 hybrid and operated Monday through Friday from 8:45 AM to 12:45 AM for a total of 20 hours each week. In the grant application, a six-week summer program five days per week, was proposed. This resulted in a goal of hosting 30 days of summer program, which was not met.

School Year 2022-23 Program: The school year program operated a hybrid 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 four days per week for 32 weeks during the school year, totaling 128 days of program. McKinley proposed a program year that operated for a total 128 days and did not meet the target goal. Through hybrid programming the McKinley 21st Century site met **91%** 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

158

142

Proposed

Offered

361

Program Hours
Served

---

b. Serving the Target Population

Population Served Demographics

Category	Percent
Homelessness	1%
Bilingual	67%
ESL	4%
Special Education	0%
Free & Reduced Lunch	100%

Recruitment & Retention:

Teachers sent invitations for summer school during spring conferences to students in kindergarten through fourth grade. Children in the after-school program were also reminded by staff members. All parents at the school received flyers and a parent square message from the program staff. This raised awareness of a summer and school year program. In an effort to recruit, staff also spoke with parents when they picked up their children from school.

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

c. Activities

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

Summer Activities Offered:

Activity Packets

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:

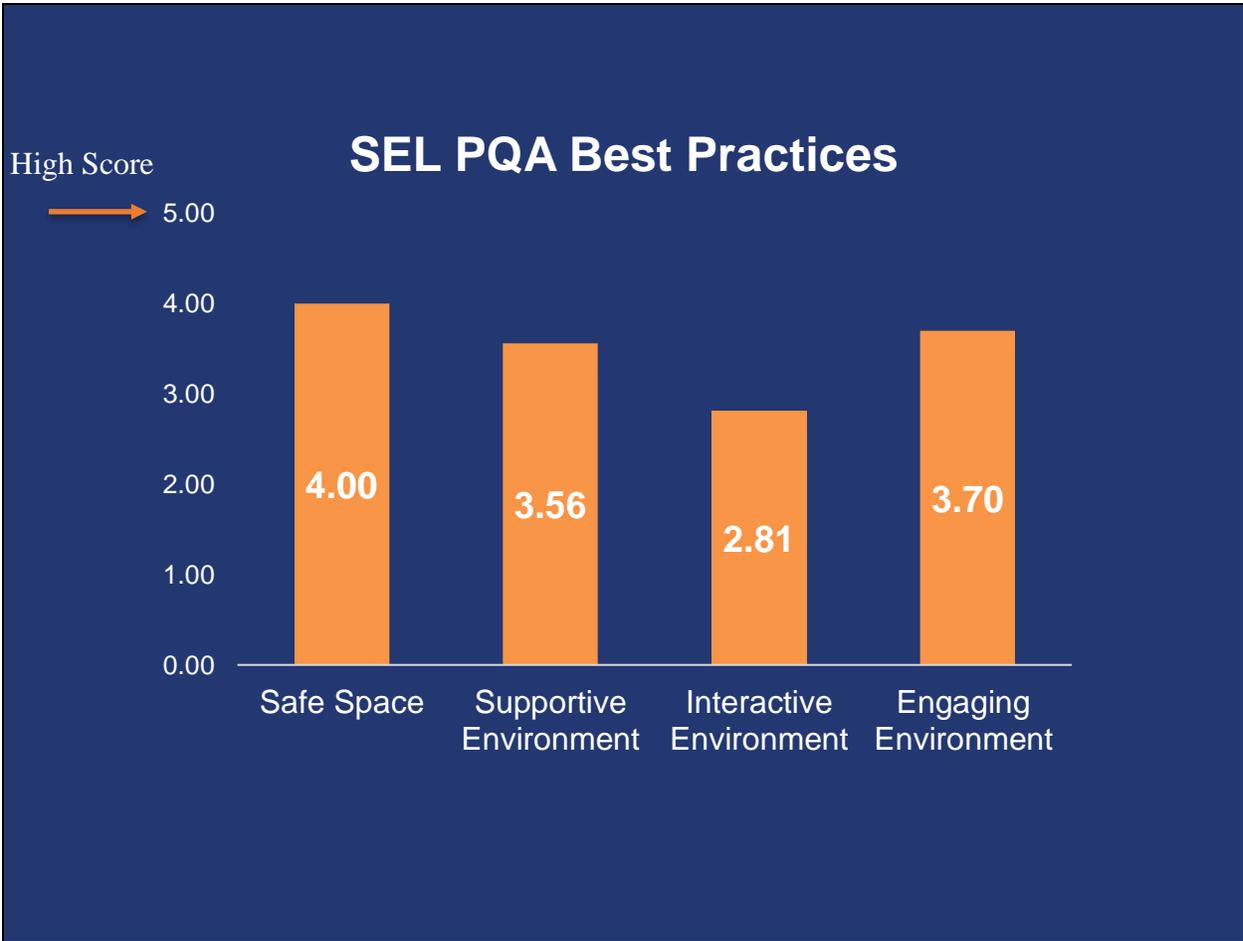| 4th & 5th Grade	2nd & 3rd Grade	Kinder and 1st Grade
Reading and Writing	Reading and Writing	Reading and Writing
Eco Systems	Eco Systems	Eco Systems
Where do you live	Where do you live	Where do you live
Climate Change	Climate Change	Climate Change
Biodiversity	Biodiversity	Biodiversity
Create a Story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

d. Transportation

The McKinley 21st Century Program was not able to provide transportation due to a shortage of bus drivers. Participants were either picked up after program or walked home.

e. Program Quality Assessment

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

SEL PQA Best Practices

High Score

	Safe Space	Supportive Environment	Interactive Environment	Engaging Environment
Score	4.00	3.56	2.81	3.70

VI.   Outcome Evaluation Plan & Results

A. Outcome Evaluation Plan

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

B. Outcome Evaluation Results

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

a.   Attendance

Youth Participation Levels Program-wide

Total Served: **135**   *Total 30+ days:* **93**   *Goal:* **80**

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

	1-15 days	16-29 days	30-59 days	60-89 days	90+ days
Student %	16%	16%	56%	12%	1%
Student #	21	21	75	16	2

The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities, the center turned to hybrid programming. As a result, the McKinley Program, participation and retention increased. A larger number of students were able to access program services, which resulted in reaching the regular attendee goal. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 69% 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 3 years.

Youth Served 3 Year Attendance

132   135

0

2020-21   2021-22   2022-23

Regular Attendees Served 3 Year Attendance

93   93

0

2020-21   2021-22   2022-23

As part of the Summer Program, the McKinley 21st Century site served 62 youth. The goal of serving 100 students during the summer was not met. The program achieved 62% of this goal. Due to the timeline of the Cohort 17 grant competition, year one of the grant was considered to be in 2020-2021 (January 2021 through May 2021). During year one, all program planning was done for year two. The grant's second year began with Summer Program 2021 and in year three was the second Summer program was hosted. Below is a chart illustrating how many youth were served during each summer program.

Summer Program Youth Served

Youth to Serve Goal →

100
80
60
40
20
0

67   62

0

2020-21   2021-22   2022-23
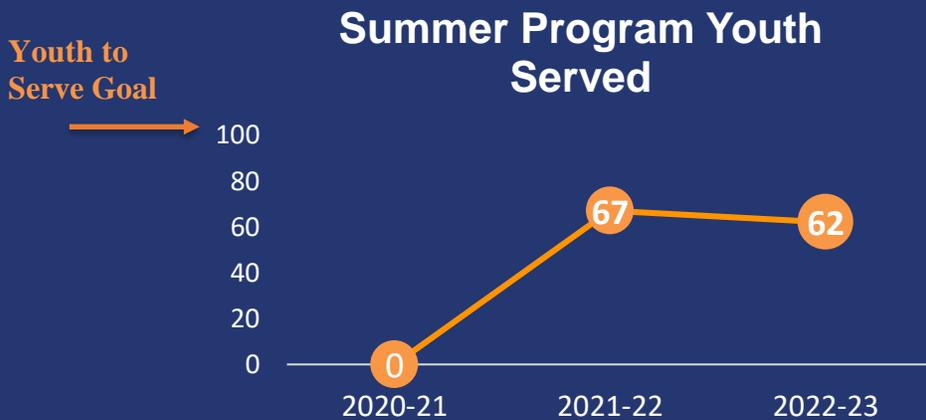
Family Members Served Program Wide (Goal*50)

Served 55 Family Members

The McKinley Program held 7 family engagement events in its third year. Below is a list of all the events that were offered to family members of the McKinley Program participants.

	Event Name	Number of Sessions
7 Family Events Offered	Clothing Exchange	1
	Family Clothing Exchange	1
	Festival Afuera	1
	Fiesta Community Resource Fair	1
	Math Night	1
	Movie Night	1
	Winter Concert	1

Of the 55 family members served, 44 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session.* From the total number of regular attendee family members, two (5%) attended four or more educational events. It was not possible to achieve the objective however staff are committed to make this a focus during the upcoming year. The graph below shows the participation of family members of regular attendees.

Regular Attending Family Members Attendance

25	13	4	2
1 Event	**2 Events**	**3 Events**	**4 Events**

Furthermore, program provided a total of 25 hours and 30 minutes of family engagement over the course of 12 months. Program offered an average of 2 hours and 7 minutes per month. The program met the family engagement requirement of offering 2 hours each month. In the request for proposal Cohort 17, 21st Century programs are required to provide 2 hours per month of family engagement hours.

To comply with the request for proposal requirement, RGI recommends that program continues to offer one event per month for a duration of two hours. In addition to offering services to families, this program is recommended to continue to incorporate educational elements into

9

some of these events to increase family members' educational levels. Administering a survey to assess family members' education levels is also recommended. Another recommendation is for program to focus on creating events for parents of regular attendees to boost their participation.

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 members participation** and **knowledge levels** through family member events attendance and surveys. 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			

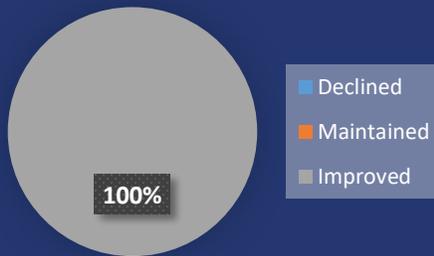| Student Performance Outcomes	Target	Cohort Average	McKinley
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	100%	100%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	85%	87%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	65%	64%
Regular attending students will increase Math skills as measured by Grades quarterly and annually	75%	85%	87%
Regular attending students will demonstrate a growth mindset	80%	97%	89%
Regular attending students will demonstrate interpersonal skills	80%	90%	76%
Regular attending students will demonstrate self-regulation skills	80%	90%	78%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	84%	86%
Self and external observations will be completed, scored and entered into Scores Reporter	100%	100%	100%
Staff will attend the Live Planning with Data training to review scores	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	78%	No data
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session	75%	3%	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.
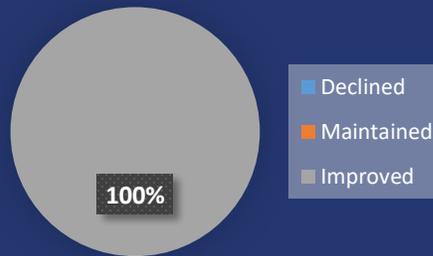
The MckInley 21st Century program submitted Dibels Assessment scores for reading using Fall 2022 and Spring 2023 data. Of the 84 reading scores analyzed by RGI Corporation; 84 (100%) youth improved their reading scores. Of the 8 Amplify Lectura Assessment scores analyzed: 8 (100%) youth demonstrated improvement. The Dibels Composite scores, beginning of the year and an end of year benchmark review was also conducted.

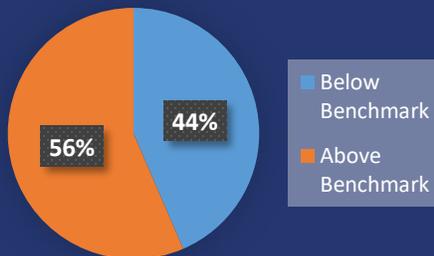The following charts illustrate the academic results in reading:

Dibel Assessment Scores

- Declined
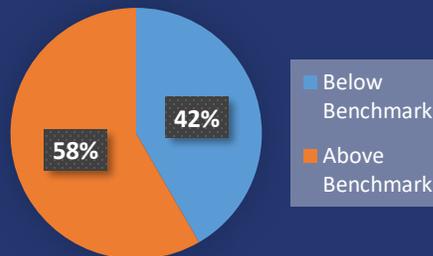- Maintained
- Improved

100%

Amplify Lecutura Scores

- Declined
- Maintained
- Improved

100%

Beginning of the Year- Dibels Composite Scores

- Below Benchmark
- Above Benchmark

56% 44%

Number of Youth: 85
Goal: 306
Score Range: 241 to 448
Average: 314.65

End of Year- Dibels Composite Scores

- Below Benchmark
- Above Benchmark

58% 42%

Number of Youth: 84
Goal: 420
Score Range: 332 to 499
Average: 427.26

The McKinley 21st Century program submitted Fast Track Math Assessment scores for Math using Fall 2022 and Spring 2023 data. Of the 90 Math scores analyzed by RGI Corporation: 77 (86%) youth improved Math academic achievement.

The following chart illustrates the academic results in Math:

FastTrack Math Assessment Scores

Legend:
- Declined
- Maintained
- Improved

11% 3% 86%
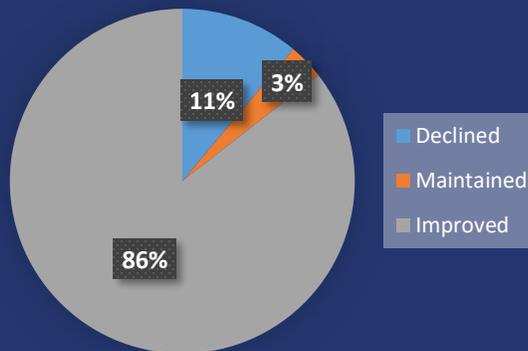
School-day attendance annual records for 93 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees 12 had a daily school-day attendance rate of 51%- 89.9%, 78 students had 90% or greater attendance rate, and 3 students had a 100% daily school attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

81 Youth Achieved 90% or higher School Day Attendance Rate
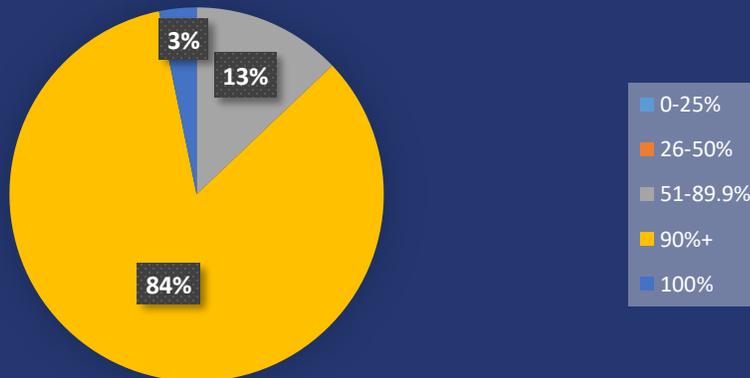
Legend:
- 0-25%
- 26-50%
- 51-89.9%
- 90%+
- 100%

3% 13% 84%

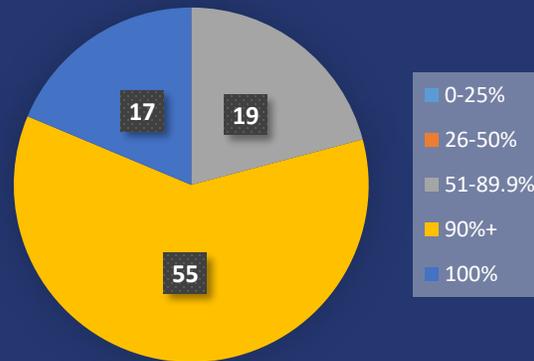A review of quarterly attendance records was also conducted at the end of the year. The school year at McKinley Elementary is divided into four trimesters: Trimester 1, Trimester 2, Trimester 3, and Trimester 4. The following charts display the number of youth in each attendance rate set for regular attending students for Trimester 1 through Trimester 4.

Trimester 1- Regular Attending Students School Day Attendance Rate

11
40
40

Legend:
- 0-25%
- 26-50%
- 51-89.9%
- 90%+
- 100%

Trimester 2- Regular Attending Students School Day Attendance Rate

17
19
55

Legend:
- 0-25%
- 26-50%
- 51-89.9%
- 90%+
- 100%

Trimester 3- Regular Attending Students School Day Attendance Rate

14
29
48

Legend:
- 0-25%
- 26-50%
- 51-89.9%
- 90%+
- 100%

Trimester 4- Regular Attending Students School Day Attendance Rate

14
21
56

Legend:
- 0-25%
- 26-50%
- 51-89.9%
- 90%+
- 100%

c. Student Behaviors and Attitudes

RGI Youth Feedback Survey:

A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to *"demonstrate a growth mindset, interpersonal, and self-regulation skills"*. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and Belief Survey. The purpose of the youth feedback survey is to assess positive student behavior on three scales: growth mindset, interpersonal skills, and self-regulation skills. Youth can respond Yes or No for each statement. The total responses with Yes for each statement were then calculated to determi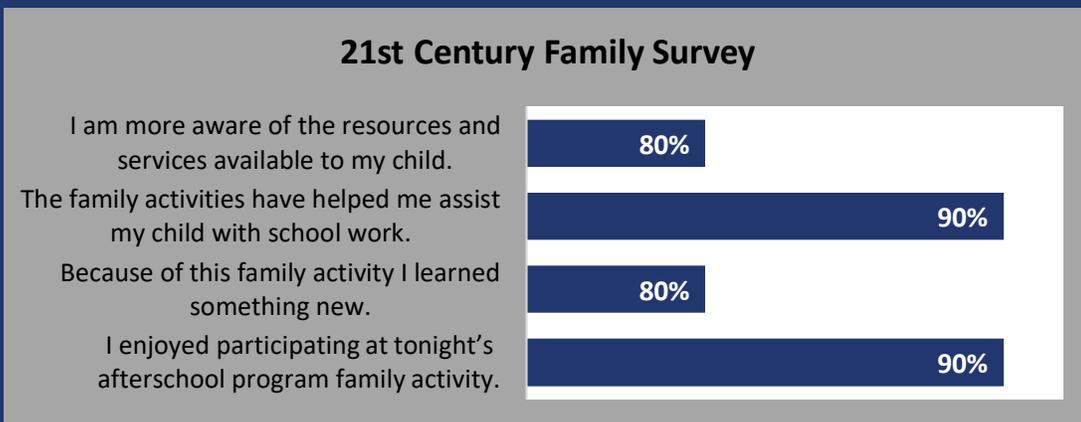ne the total percentage for each behavior scale. Over the course of the program year, 27 regular attendees completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
Growth Mindset	*I believe I can do anything if I keep trying.*	**96%**
Interpersonal Skills	*I learned to work in a team.*	**100%**
Self-Regulation Skills	*This program has helped me learn how to be patient.*	**100%**

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 6 surveys were collected. The results below demonstrate the percentage response of 'Yes', indicating the respondent agreed with the survey statement.

21st Century Family Survey

I am more aware of the resources and services available to my child.	80%
The family activities have helped me assist my child with school work.	90%
Because of this family activity I learned something new.	80%
I enjoyed participating at tonight's afterschool program family activity.	90%

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

e. Community Collaborations		
Donated Items Categories	Organizations/Individuals	Amount $
Activities/Events and corresponding materials	Yakima Community Coalition, Yakima School District	$2,500.00
Donated Materials	IAL Grant	$4,000.00
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2022-23 year	$6,500.00	

VII.   Appendix

A. Program Recommendations

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 serve more family members of regular attendees and track 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. Although the hourly requirement was met, it should become a focus in the 2022-2023 program year.

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

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

Youth Feedback: Site Coordinators should schedule time for administering the RGI Youth Survey. Due to the three sessions offered by the 21st Century Program, staff should collect surveys from each session as each session caters to a different age group. It is important that the program collects surveys from at least half of the total number of youth served. As a result of receiving direct feedback from youth, staff will be able to make changes to improve the level of youth engagement and participation in the program.

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

B. Resources

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

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

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

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

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

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

- A Guide for Engaging ELL Families
- MyPlate, MyWins for Families
- Toolkit of Resources for Engaging Families and the Community as Partners
- Migrant Education Workshops and Webinars
- Harvard Family Research Project

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

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

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

2023-2024 Logic Model- McKinley Elementary School					
Youth, family, and community needs	**Center goals**	**Implementation (process evaluation)**			**Outcomes (outcome evaluation)**
		Inputs (resources/assets)	**Program and center activities**	**Outputs (products/fidelity)**	
After-school programs can improve resilience, youth development, and behavior problems by involving families and communities. The goal at McKinley 21st Century Site is to enrich youth experiences through a well-rounded academic program. As part of the program, family engagement activities will be enhanced in a meaningful way by connecting partnerships and families to the school and its staff.	Increase fun SEL based activities. Increase partnerships Create meaningful family engagement programming Staff create open communication and trust with families	Program Coordinator Yakare Garduno E. McKinley Program Staff ESD 21st Century Team ESD Data Manager- Yvonne Avalos ESD 105 Program Director- Theresa Maier McKinley School Staff Funding 21st Century ESSER II Grant Community Donations Partnerships PNWU- STEM Activities JM Perry IAL Grant SNAP-ED Curriculum ESD 105 Curriculum PCS Edventure Material SEL supplies STEM supplies Art supplies Books	Staff will offer multiple SEL activities at the beginning of program for 15 minutes each day. Ex: Mood Meter, Would You Rather, Breathe like a Bear etc. All youth will participate in a variety of group SEL activities. Program staff will connect with SNAP-ED to establish a partnership to teach youth nutrition and cooking. Program will collaborate with JM Perry offer one 2-hour STEM Family Night. Program will host a Read Across America Night. Participating families will receive a passport book to go to different tables with literacy activities. Site Coordinator and staff will communicate regularly with families through check-ins to build trust with them.	Participating youth are provided a safe place to express and talk about their emotions. In combination with SEL activities and positive health guidance staff will prompt youth on how to express thoughts and feelings in a healthy manner. Youth will also learn how to work in a group setting and positive team building skills. Partnerships will allow program to offer a variety of activities. Youth will learn cooking skills and healthy nutrition habits. Families who participate in engagement events will feel more comfortable communicating with staff and asking for resources to better support their youth. Families who participate in the literacy activity will gain awareness of how to better support their youth. Families will also learn about resources that can further support their literacy goals. Through check-ins both staff and families will be able to share student growth and needs. Families who establish a relationship with staff will be more inclined to attend events.	Program staff will be intentional and offer a minimum of 15 minutes of SEL activities each day. Youth who participate in SEL activities will learn how to work in a positive group setting. Program will develop at least one new partnership. Program will offer one STEM family engagement Night through a partnership. Program will offer one family Literacy Night- Read Across America. Program staff will check-in with Families during pick-up time and build a relationship with families.

III.   Ridgeview Elementary School

A. Summary

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

The Ridgeview 21st Century goal is to provide extended day academic assistance and enrichment activities for 100 participants and of those 80 youth for 30 or more days annually through the five-year grant. The program also proposed to provide education courses/literacy activities for 50 family members annually.

a. Strengths & Successes

During an end of year interview, Coordinator Iridiana Clemente shared that a monthly 21st Century newsletter was a success for the year. Youth and families were able to learn about upcoming events through the newsletters. Also featured in the newsletter were the activities that youth participated in throughout the month.

The coordinator also noted that when she first started working, the program lacked consistency and staff were feeling burnt out. In order for staff and participants to have a consistent structure, she started working on creating one. As staff grew accustomed to the structure of the program, they felt good about the overall program and the excitement youth expressed.

The program was also successful because families complemented family events. Families may find it difficult to communicate feedback to the program, but Clemente said it is rewarding to hear that their youth are growing independently as a result of the program. Clemente discussed the Loteria Night, highlighting the good turnout. Family engagement nights are about the families connecting with their children and having a good time, which is what makes them so special.

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. Coordinator Clemente also discussed some challenges the program encountered. First, there was the issue of transportation. Transport plays a major role in the number of youth attending the program, especially during the Fall session. For some families, the lack of transportation is a deal breaker, and if a program does not provide busing, youth cannot attend.

The Ridgeview 21st Century Program had to be rebuilt, which was another barrier that Coordinator Clemente faced. Clemente described how she found the program to be unstructured and staff were feeling burnt out when she first started. Rebuilding the team and showing teamwork was the key to resolving this barrier. Additionally, she emphasized providing a consistent program structure so that youth would be familiar with it and know what to expect.

Staff also encountered family members who used foul language and were late for pick-up times. These types of situations often occurred when staff called a parent into the program to discuss a child's behavior. Parents would then use bad language to convey their thoughts to their children. The school principal provided staff with support to resolve these issues.

c. Recommendations and Next Steps

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

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

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

Yakima School District is a mid-size and high-need school district with one of the most diverse student populations in the state. EPIC is a community-based organization that provides a range of Head Start and early childhood educational services to children and families. EPIC will be a key partner at our Yakima target schools providing a range of educational services to families. The COVID-19 pandemic changed the way supports were offered during the 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 21st CCLC programs.

The goal is for this document to be revisited by the Ridgeview site team throughout the year to reflect on progress and plans towards goals and outcomes. While the planning team was small this year, it is recommended that the entire staff team joins in creating the next Logic Model. Full 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 hybrid and 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 six-week summer program 4 days per week was proposed. This resulted in a goal of hosting 24 days of summer program, which was met.

School Year 2022-23 Program: The school year program operated an in-person program for 119 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 four days per week for 32 weeks during the school year, totaling 128 days of program. Ridgeview proposed a program year that operated for a total of 128 days and did not meet the target goal. The Ridgeview 21st Century site met 93**%** 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

152

145

Proposed   **Offered**

376
Program Hours
Served

b. Serving the Target Population

Population Served Demographics

- Homelessness — **1%**
- Bilingual — **66%**
- ESL — **1%**
- Special Education — **1%**
- Free & Reduced Lunch — **100%**

Recruitment & Retention: In a site interview with Coordinator Iridiana Clemente, she shared that the Education Service District 105 is responsible for Summer recruitment. Recruitment begins by partnering with the school and its teachers to identify youth who need additional academic support. Upon identifying these youth, registration forms are given to their families. School year participants are also encouraged to attend the Summer Program.

In the school year, recruitment is done by the Site Coordinator and the program staff. In the first session, fourth and fifth graders are grouped together, followed by third and second graders. The

last session is for Kindergartners and first graders. For each session, teachers are given applications in an effort to recruit youth who are in need. Clemente said the program aims to be fun and interactive so youth can participate and achieve 30 or more days of attendance. Throughout the program, youth were kept engaged in an effort to maintain their involvement until the end of the year.

c. Activities

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

Summer Activities Offered:

Activity Packets

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:

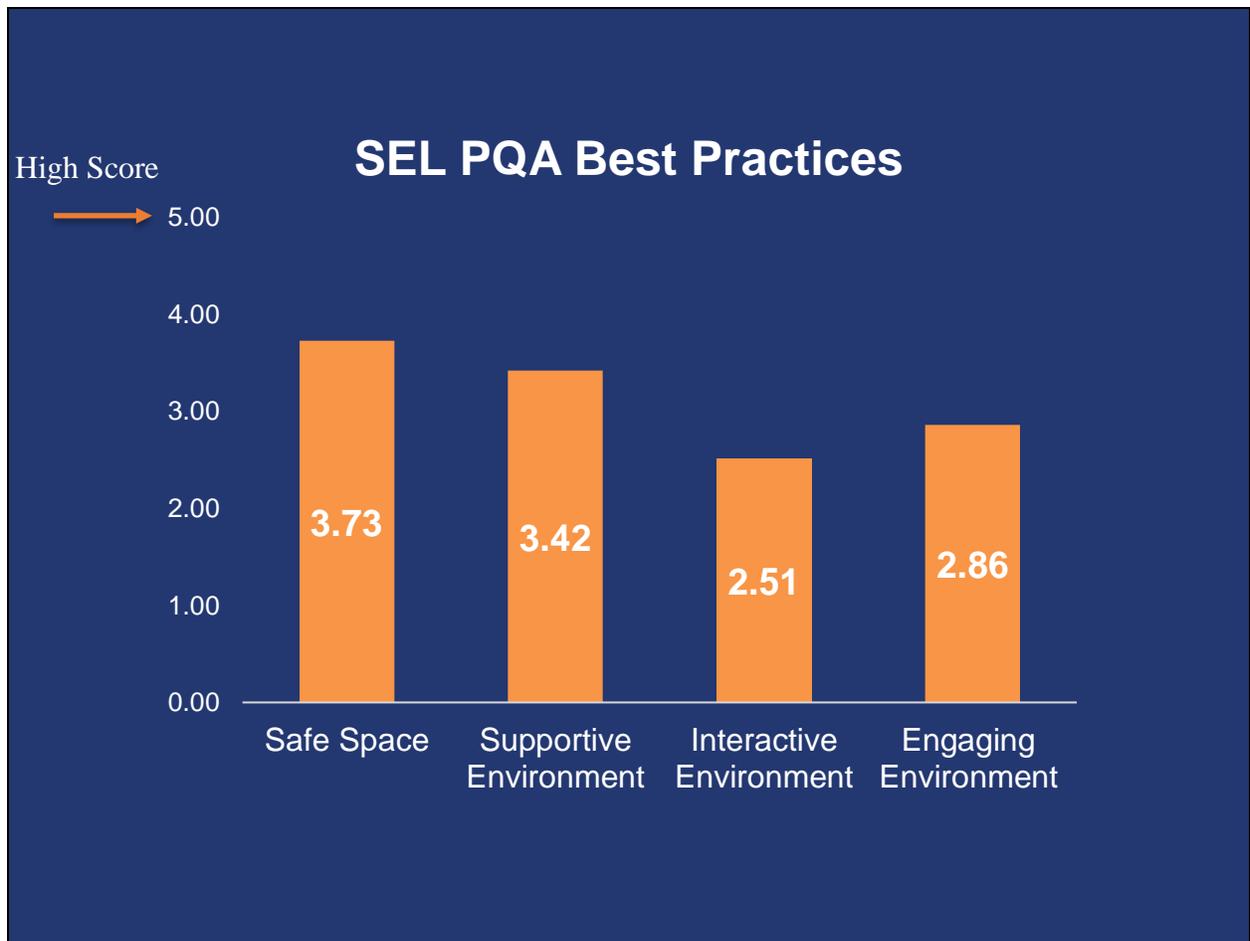| 4th & 5th Grade	2nd & 3rd Grade	Kinder and 1st Grade
Reading and Writing	Reading and Writing	Reading and Writing
Eco Systems	Eco Systems	Eco Systems
Where do you live	Where do you live	Where do you live
Climate Change	Climate Change	Climate Change
Biodiversity	Biodiversity	Biodiversity
Create a Story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

d.	Transportation

The Ridgeview 21st Century Program was not able to provide transportation due to a shortage of bus drivers. Participants were either picked up after program or walked home.

e.	**Program Quality Assessment**

The Youth Program Quality Assessment Tool is an evidence-based assessment developed by the High/Scope Educational Research Foundation to evaluate the effectiveness and quality of youth programs. Due to COVID-19, school closures, and the variation of 21st Century programming across the state, the Office of Superintendent of Public Instruction along with the David P. Weikart Center decided it was time to revisit program quality. The requirement for the year was for programs to 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 served at this after-school site was 100 youth. Of those youth 80 youth are to be served regularly. OSPI has defined that youth "regularly served" attend program for 30 days or more. This definition is based on research concluding that youth gain more academically if they attend more than 30 days in after-school programs.

a.   Attendance

Youth Participation Levels Program-wide

Total Served: **168**   *Total 30+ days:* **82**   *Goal:* **80**

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

Student %	25%	26%	42%	7%
Student #	42	44	71	11

The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities, the center turned to hybrid programming. As a result, the Ridgeview Program, participation and retention increased. 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 49% 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 3 years.

Youth Served 3 Year Attendance

175   168   0
2020-21   2021-22   2022-23

Regular Attendees Served 3 Year Attendance

74   82   0
2020-21   2021-22   2022-23

As part of the Summer Program, the Ridgeview 21st Century site served 51 youth. The goal of serving 100 students during the summer was not met. The program achieved 51% of this goal. Due to the timeline of the Cohort 17 grant competition, year one of the grant was considered to be in 2020-2021 (January 2021 through May 2021). During year one, all program planning was done for year two. The grant's second year began with Summer Program 2021 followed by year three in Summer 2022. Below is a chart illustrating how many youth were served during each summer program.

Youth Served in Summer Program

Youth to Serve Goal

	2020-21	2021-22	2022-23
	0	16	51

Family Members Served Program Grant Wide (Goal*50)

Served 47 Family Members

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

11 Family Events Offered	Event Name	Number of Sessions
	Family Night	1
	Fiesta Community Resource Fair	1
	Loteria Night	1
	STEAM Night	1
	Strengthening Families	7

Of the 47 family members served, 32 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session.* From the total number of regular attendee family members, zero (0%) attended four or more educational events. It was not possible to achieve this objective however program will focus on increasing the services to family members of regular attendees. The graph below shows the participation of family members of regular attendees.

Regular Attending Family Members Attendance

1 Event	2 Events	3 Events	4 Events
17	11	5	0

Furthermore, program provided a total of 25 hours of family engagement over the course of 12 months. Program offered an average of 2 hours and 7 minutes per month. Through the various activities offered, program met the family engagement requirement every month during the school year. In the request for proposal Cohort 17, 21st Century programs are required to provide 2 hours per month of family engagement hours.

To comply with the request for proposal requirement, RGI recommends that program continues to offer one event per month for a duration of two hours. In addition to offering services to families, this program is recommended to continue to incorporate educational elements into some of these events to increase family members' educational levels. Administering a survey to assess family members' education levels is also recommended.

b. Academic Achievement

The state testing timeline was impacted by the pandemic and as a result the program did not use state data to measure proficiency gains in reading and math 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 members participation** and **knowledge levels** through family member events attendance and surveys. 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

| Student Performance Outcomes	Target	Cohort Average	Ridgeview
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	100%	100%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	85%	84%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	65%	72%
Regular attending students will increase Math skills as measured by Grades quarterly and annually	75%	85%	84%
Regular attending students will demonstrate a growth mindset	80%	97%	No data
Regular attending students will demonstrate interpersonal skills	80%	90%	No data
Regular attending students will demonstrate self-regulation skills	80%	90%	No data
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	84%	79%
Self and external observations will be completed, scored and entered into Scores Reporter	100%	100%	100%
Staff will attend the Live Planning with Data training to review scores	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	78%	80%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session	75%	3%	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 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** and **FastTrack Math Assessment** data.
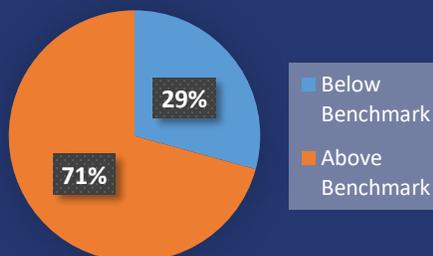
The Ridgeview 21st Century program submitted Dibels Assessment scores for reading using Fall 2022 and Spring 2023 data. Of the 81 reading scores analyzed by RGI Corporation; 81 (100%) youth improved their reading scores. The Dibels Composite scores, beginning of the year and an end of year benchmark review was also conducted.

The following charts illustrate the academic results in reading:
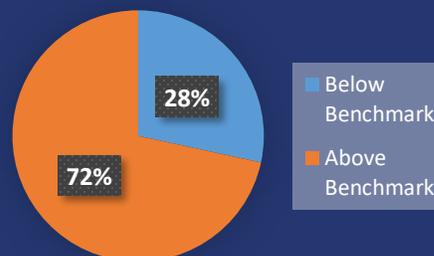
Dibel Assessment Scores

■	Declined
■	Maintained
■	Improved

100%

Beginning of the Year- Dibels Composite Scores

29%

71%

■ Below Benchmark
■ Above Benchmark
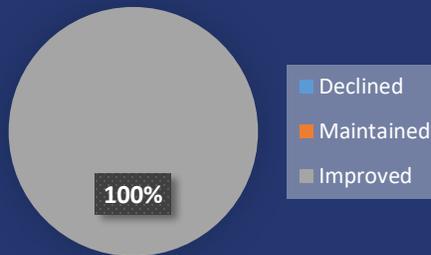
Number of Youth: 82
Goal: 306
Score Range: 243 to 377
Average: 317.45

End of Year- Dibels Composite Scores


28%

72%

■ Below Benchmark
■ Above Benchmark

Number of Youth: 81
Goal: 420
Score Range: 361 to 517
Average: 435.74

The Ridgeview 21st Century program submitted Fast Track Math Assessment scores for Math using Fall 2022 and Spring 2023 data. Of the 90 Math scores analyzed by RGI Corporation: 81 (84%) youth improved Math academic achievement.

The following chart illustrates the academic results in Math:

FastTrack Math Assessment Scores

Legend:
- Declined
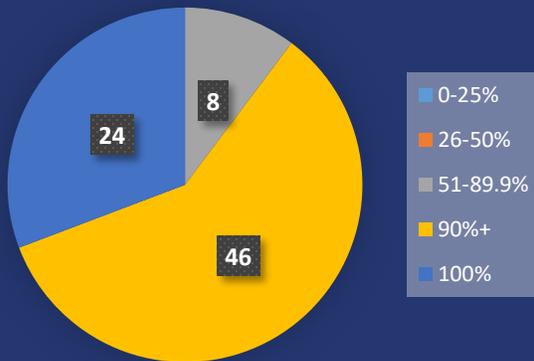- Maintained
- Improved

Values shown: 12%, 4%, 84%
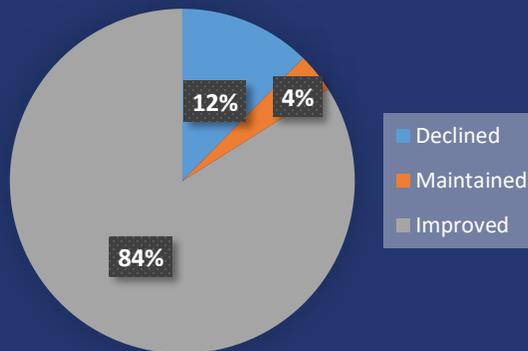
School-day attendance annual records for 82 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees 17 had a daily school-day attendance rate of 51%- 89.9%, 64 students had 90% or greater attendance rate, and 1 student had a 100% daily school attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

65 Youth Achieved 90% or higher School Day Attendance Rate
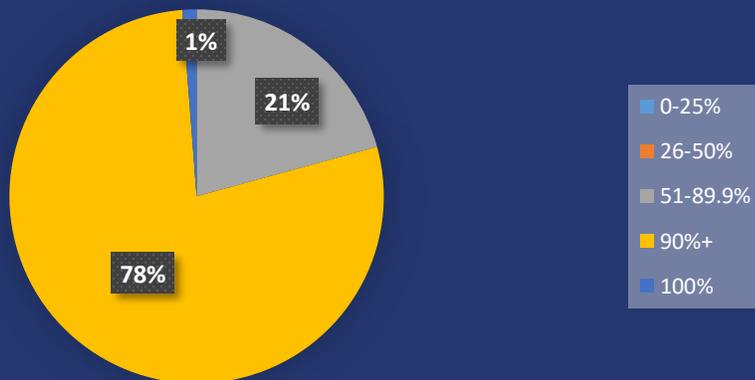
Legend:
- 0-25%
- 26-50%
- 51-89.9%
- 90%+
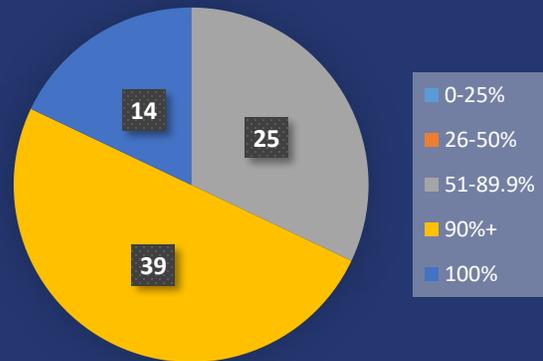- 100%

Values shown: 1%, 21%, 78%

A review of quarterly attendance records was also conducted at the end of the year. The school year at Ridgeview Elementary is divided into four trimesters: Trimester 1, Trimester 2, Trimester 3, and Trimester 4. The following charts display the number of youth in each attendance rate set for regular attending students for Trimester 1 through Trimester 4.
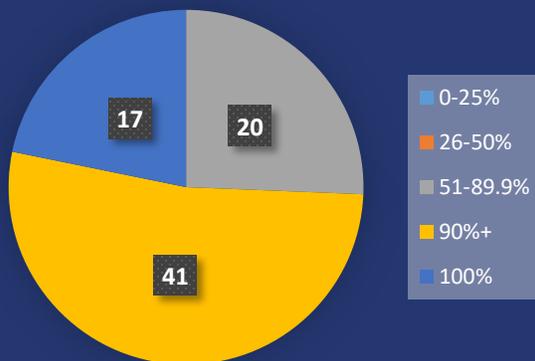
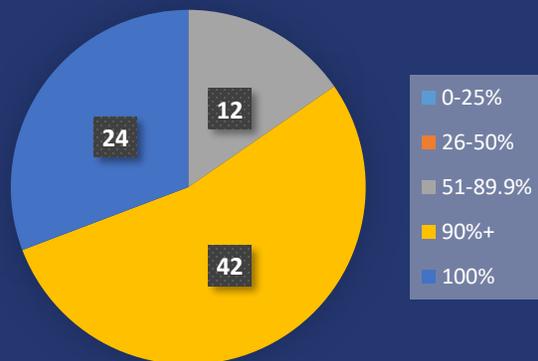### Trimester 1- Regular Attending Students School Day Attendance Rate

Pie chart values: 8, 24, 46

Legend:
- 0-25%
- 26-50%
- 51-89.9%
- 90%+
- 100%

Trimester 2- Regular Attending Students School Day Attendance Rate

Pie chart values: 14, 25, 39

Legend:
- 0-25%
- 26-50%
- 51-89.9%
- 90%+
- 100%

Trimester 3- Regular Attending Students School Day Attendance Rate

Pie chart values: 17, 20, 41

Legend:
- 0-25%
- 26-50%
- 51-89.9%
- 90%+
- 100%

Trimester 4- Regular Attending Students School Day Attendance Rate

Pie chart values: 12, 24, 42

Legend:
- 0-25%
- 26-50%
- 51-89.9%
- 90%+
- 100%

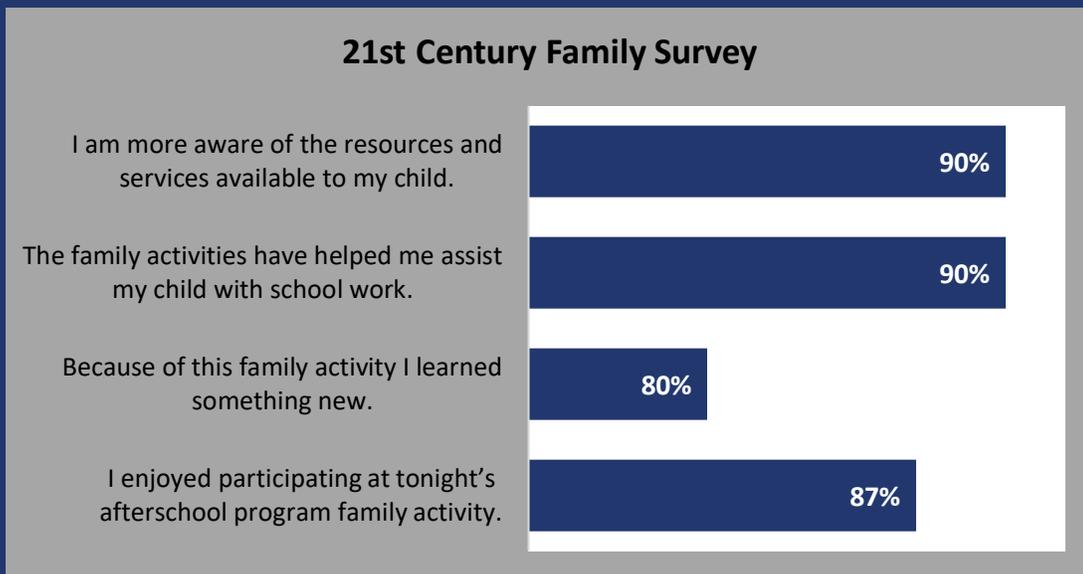|	
c. Student Behaviors and Attitudes	

RGI Youth Feedback Survey:

A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to *"demonstrate a growth mindset, interpersonal, and self-regulation skills"*. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and Belief Survey. The purpose of the youth feedback survey is to assess positive student behavior on three scales: growth mindset, interpersonal skills, and self-regulation skills. Youth 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. Staff did not submit youth survey data for this reporting period and therefore a review will not be presented.

RGI recommends, the Ridgeview program develop an attainable plan to administer and collect Youth Surveys during the 2022-2023 program year. Program should collect at least half total number of youth served. Due to the nature of three 10-week sessions being offered it is important to gather surveys from each age group.

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 30 surveys were collected. The results below demonstrate the percentage response of 'Yes', indicating the respondent agreed with the survey statement.

21st Century Family Survey

Statement	Percentage
I am more aware of the resources and services available to my child.	90%
The family activities have helped me assist my child with school work.	90%
Because of this family activity I learned something new.	80%
I enjoyed participating at tonight's afterschool program family activity.	87%

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

e. Community Collaborations		
Donated Items Categories	Organizations/Individuals	Amount $
Activities/Events and corresponding materials	Yakima Community Coalition, Yakima School District	**$4,500.00**
Donated Materials	-	-
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2022-23 year	**$4,500.00**	

VII. Appendix

A. Program Recommendations

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

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

Family Engagement: It is strongly recommended for program to serve more family members of regular attendees and track 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. Although the hourly requirement was met, it should become a focus in the 2022-2023 program year.

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

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

Youth Feedback: Site Coordinators should schedule time for administering the RGI Youth Survey. Due to the three sessions offered by the 21st Century Program, staff should collect surveys from each session as each session caters to a different age group. It is important that the program collects surveys from at least half of the total number of youth served. As a result of receiving direct feedback from youth, staff will be able to make changes to improve the level of youth engagement and participation in the program.

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

B. Resources

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

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

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

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

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

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

- A Guide for Engaging ELL Families
- MyPlate, MyWins for Families
- Toolkit of Resources for Engaging Families and the Community as Partners
- Migrant Education Workshops and Webinars
- Harvard Family Research Project

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

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

2022-2023 Logic Model- Ridgeview Elementary School					
Youth, family, and community needs	**Center goals**	**Implementation (process evaluation)**			**Outcomes (outcome evaluation)**
		Inputs (resources/assets)	**Program and center activities**	**Outputs (products/fidelity)**	

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

2023-2024 Logic Model-Ridgeview Elementary School					
Youth, family, and community needs	**Center goals**	**Implementation (process evaluation)**			**Outcomes (outcome evaluation)**
		Inputs (resources/assets)	**Program and center activities**	**Outputs (products/fidelity)**	
As part of Ridgeview's 21st Century Program, the program will develop a presence within the school. This will be accomplished by previous year staff returning for the school year program and automatically reconnecting with youth and families who also participated last year. Previously, the site experienced staff turnover. In order to better prepare incoming staff, ESD 105 will provide intense Professional Development. Staff will receive a curriculum containing lesson plans from the ESD 105 Program Director. Incorporating a curriculum will reduce staff workload and decrease staff burnout. A new partnership will also be developed to facilitate family programming and help the program meet its monthly family engagement requirement.	Staff establish a positive connection with participating youth and families Provide Staff more Professional Learning Opportunities Staff Recruitment and Retention Create meaningful partnerships that can potentially sustain the program	ESD 105 Team ESD Data Manager- Yvonne Avalos ESD 105 Program Director- Theresa Maier 21st Century Staff Ridgeview School Staff Communities in Schools Funding 21st Century ESSER Grant Partnerships IAL Grant Perry Tech Pacific Northwest University Central Washington University EPIC ESD Development Curriculum and PCS Edventures Materials Keva Planks Legos Books Art/ STEM Supplies	Through family and youth check-ins, youth and families feel comfortable sharing their concerns, needs, or questions. Frontline program staff will attend the Eastside Professional Learning Symposium in Spring 2024. 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. ESD 105 will be intentional with staff Professional Development by providing Curriculum, lesson plans, material to cut down on planning and staff burnout. ESD 105 will provide staff feedback opportunities and create a supportive environment. ESD 105 Team will schedule a meeting with EPIC and discuss establishing a partnership with Ridgeview. EPIC will provide family engagement workshops and resources. Ex topics: Social Emotional Learning, Parent Education, ACES, STEM Education, Methods of Positive Guidance	Staff provide a safe space for both families and youth to share their concerns, needs, or questions. Staff can plan how to better support participants. Staff who attend PD Trainings will be better equipped to facilitate lesson plans, engage with youth, and can network with other colleagues. 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. Staff who respond to surveys or interviews will feel heard and supported. Leadership at ESD 105 Program Manager and Program Director will use staff feedback to make necessary changes. 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.	All participating youth and families feel comfortable with program staff. Program staff will have the opportunity to attend conferences or other online professional learning sessions. New-hires will stay with program for a minimum of two sessions to gain a better understanding of 21st Century. 50% of Program School year staff will return for the following program year. Program will connect and partner with EPIC to provide family resources.