

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

OUT OF SCHOOL TIME | COHORT 19

## ESD 105 | EXECUTIVE SUMMARY EVALUATION REPORT | 2023 – 2024

Yakima School District  
Produced by RGI Corporation

**Introduction:** The Educational Service District 105 (ESD 105), located in Yakima, has completed its first year of this 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant program. The **Camino Brillante** partnership is between ESD 105, Yakima School District, Enterprise for Progress in the Community and other community partners. The 21<sup>st</sup> CCLC Program offers after-school programs and parent educational opportunities. The program proposed to serve a total of 280 students, of those 224 students for 30 days or more and 130 parents across the three sites. This five-year 21<sup>st</sup> CCLC grant program is funded by the Office of Superintendent of Public Instruction (OSPI). The project is being evaluated by RGI Corporation, an independent local educational evaluation corporation.

### A. HIGHLIGHTS & ACHIEVEMENTS

**351** Youth served

**74** Family members served

**3** Afterschool sites

**112** Days of afterschool

**16** Different parent offerings

**57%** Family member goal met

**125%** To serve youth goal met

**96%** Youth improved Reading Test Scores

**84%** Youth improved Math Test Scores

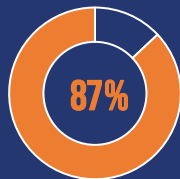
**4.29** Average SEL PQA score in Safe Space

### DEMOGRAPHICS

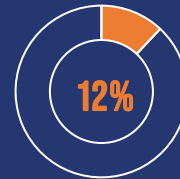
#### YOUTH: 351 TOTAL STUDENTS IN GRADE K-8



Low-income



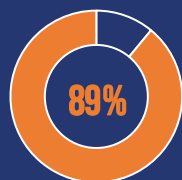
Hispanic



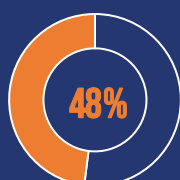
Special Ed.



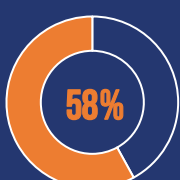
Female



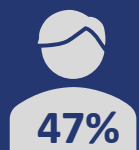
Minority



ELL



Bilingual



Male

### FAMILY MEMBERS

16

Total activities

27

Total hours of family engagement

39

Regular attendee family members participated

## B. OVERVIEW OF CENTERS

### Garfield Elementary – Yakima, WA

Grades K-5

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

- Operated October 26, 2023 – June 06, 2024 for 112 program days
- Served 114 students operating 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM



Low-income



Minority



ELL

### Hoover Elementary – Yakima, WA

Grades K-5

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

- Operated October 26, 2023 – June 06, 2024 for 111 program days
- Served 115 students operating 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM



Low-income



Minority



ELL

### Lewis & Clark Middle School– Yakima, WA

Grades 6-8

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

- Operated October 26, 2023 – June 06, 2023 for 108 program days
- Served 122 students operating 2:30 PM to 4:30 PM Tuesday – Friday
- Special Focus included: Social Emotional Learning, Art, STEM, and Clubs
- Academic Support: Homework Help, Math, Reading, and Writing



Low-income



Minority



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 46.3% Hispanic of its 97,012 residents. Most Hispanic families live in Yakima proper and non-Hispanics have moved out to adjoining communities. This transformation is starkly visible in the 3 proposed 21<sup>st</sup> Century Schools' classrooms where students are 87% Hispanic, 43% English Learners and 100% low-income based on free/reduced lunch rates.

### Attendance – All Centers 2023-24

#### Youth Participation Levels Grant Wide

Day Range	1-15	16-29	30-59	60-89	Total 30+ days 106
Student #	149	96	104	2	Total Served 351
Student %	42%	27%	30%	1%	

The coronavirus impacted how afterschool centers operated. All centers turned to creative 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 224 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.

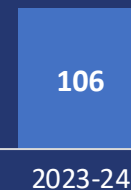
#### Family Members Served Grant Wide (Goal\*: 130 members)

Served 74 Members

#### Regular Attendees Served Year 1 Attendance

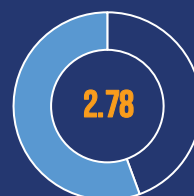
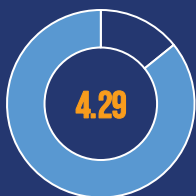


#### Family Members Served Year 1 Attendance



### Program Quality Assessment 2023-2024

Scale 1-5 (Best Practice)



Safe Space

Supportive Environment

Interactive Environment

Engaging Environment

## D. STATE AND LOCAL OUTCOMES

The ESD 105 21st CCLC Program has established several key measurable outcomes, including the assessment of “increases in academic achievement” in both reading and math. These outcomes were primarily measured using local data and will continue to be assessed through local evaluations for the duration of the grant cycle. Specifically, academic gains in reading and math were tracked using a variety of tools: DIBELS for K-5th grade students, LEXILE for 6th-8th grade students, and FASTtrack Math for K-8th grade students. In addition to academic progress, the grant also focused on measuring student behaviors through the RGI Survey Data, providing valuable insights into social and emotional development. Another critical component of the grant was the tracking of annual school attendance, aimed at reducing chronic absenteeism and encouraging consistent participation in both school and after-school programs.

Finally, the grant emphasized the importance of family engagement by measuring family participation and knowledge levels. A comprehensive family survey was administered at the end of the year to all participating families, providing valuable feedback that will help guide future program development and strengthen the connection between the program and the families it serves.

Students of color and those from low-income backgrounds were disproportionately affected by the pandemic, resulting in a persistent learning gap. The program aims to equip participating youth with the tools and support needed for success in the coming school years.

### Grant Outcomes

These outcomes were measured during the 2023- 2024 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 annually	60%	96%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments annually	60%	84%
Regular attending students will increase Reading skills as measured by DIBELS K-5 and LEXILE 6 <sup>th</sup> - 8 <sup>th</sup>	75%	72%
Regular attending students will increase Math skills as measured by FASTtrack K-8 <sup>th</sup>	75%	84%
Regular attending students will demonstrate a growth mindset	80%	94%
Regular attending students will demonstrate interpersonal skills	80%	91%
Regular attending students will demonstrate self-regulation skills	80%	82%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	83%
Self and external observations will be completed, scored and entered into Scores Reporter	100%	100%
In Year 1, staff will attend the Live Planning with Data training to review scores	100%	100%
Three goals based on the SEL 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%	77%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities annually	75%	15%

### 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:** Increase family involvement by hosting monthly events or workshops that blend educational and recreational activities tailored to the needs and interests of the families. The grant also includes assessing the educational levels of family members and offering relevant workshops. It is recommended that the program survey families immediately after these events to gather feedback and ensure continued engagement.

**Staff Development and Program Quality:** The Social Emotional Learning Tool is key to program quality. Staff are encouraged to attend PQA Basics and continue with the Quality Pathways Series, Youth Work Methods, and Positive Behavioral Intervention Supports. If in-person training isn’t possible, reviewing recorded webinars as a team is recommended. Given the long-term impact of the pandemic, staff should also engage in Trauma-Informed Care and ACES training to better support youth and families.

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

OUT OF SCHOOL: COHORT 19

ESD | FACT SHEET | 2023-2024

Yakima School District

\*Produced by RGI Corporation

## GRANTEE PARTNERS

Educational Service District 105

Yakima School District

Enterprise for Progress in the Community

## MAP



## OPERATED 3 AFTER SCHOOL CENTERS IN YEAR ONE

### Garfield Elementary



After School: 3:15 PM – 5:15 PM

### Hoover Elementary



After School: 3:15 PM – 5:15 PM

### Lewis & Clark Middle School



After School: 2:30 PM – 4:30 PM

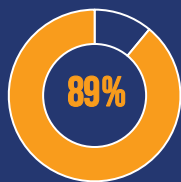
## STUDENT DEMOGRAPHICS



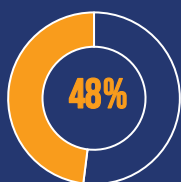
Low-income



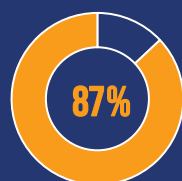
Special Ed.



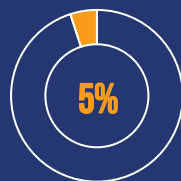
Minority



ELL



Hispanic



Homelessness

## ACTIVITIES

- ELL Support
- Art
- Math
- Community Building
- Academic Support
- STEAM
- Literacy
- Cooking
- Photography
- Social Emotional Learning

## FINDINGS

**351** Youth served

Served Youth in grades **K-8**

**30%** Regular Attending program youth

Met **125%** of To Serve Youth goal

### **III. Garfield Elementary School**

#### **A. Summary**

This Evaluation Report includes a comprehensive assessment for the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) at Garfield Elementary School for the 2023-24 program year, from Fall 2023 to Spring 2024. The program staff, school, participants, and families know this program as Garfield Elementary 21<sup>st</sup> Century and that is how the program will be addressed throughout this report.

The Garfield 21<sup>st</sup> Century goal is to provide extended day academic assistance and enrichment activities for 80 participants and of those 64 youth for 30 or more days annually through the five-year grant. The program also proposed to provide education courses/literacy activities for 50 family members annually.

#### **a. Strengths & Successes**

In an End of Year Site interview, Coordinator Jose Robles reflected on several notable successes of the program. A standout achievement was the excitement and enthusiasm from students, who eagerly sought to participate in the 21st Century after-school program. The high demand was so overwhelming that a waitlist was created, reflecting the strong interest and eagerness among students to be a part of the program.

Another success came in the form of positive feedback from parents, many of whom shared how invaluable the program was for their families. Parents particularly appreciated how the after-school hours aligned with their work schedules, providing a reliable and enriching environment for their children.

Another notable success was Garfield Elementary's ability to establish a strong foundation in the first year of the grant. Both families and students are now well-aware of the 21st Century Program, understanding the range of services and benefits it offers to participants. Additionally, Coordinator Robles made significant strides in building a strong partnership with the school administration. By meeting weekly to share program updates, discuss needs, and identify areas for additional support, Robles fostered open communication, ensuring the program's continued growth and effectiveness in serving youth.

Lastly, Coordinator Robles acknowledged a challenge the program faced—frequent staff turnover. Despite this, the program continued to run smoothly, thanks to the resilience and dedication of the staff. Even in the face of staffing changes, the team made sure that students always felt supported and engaged, ensuring the program's continued success and impact.

#### **b. Challenges & Barriers**

Like many programs across Washington state and the U.S., the most significant barrier to program operations was the COVID-19 pandemic and its lasting effects on youth, including academic challenges, emotional well-being, and behavioral impacts. These widespread disruptions created ongoing obstacles that affected both students and staff, requiring the program to adapt and find new ways to support youth through these challenges.

Coordinator Robles also highlighted the challenge of staff turnover, which posed one of the biggest hurdles for the program. Finding qualified staff to fill critical positions was an ongoing struggle, making it difficult to maintain consistency and ensure the program's smooth operation.

Another significant challenge was managing the varied schedules and needs of both students and families. Since transportation was not provided, staff had to work closely with families to adjust their schedules and ensure that students could still participate. This required flexibility and



coordination to accommodate each family's unique circumstances, which added an additional layer of complexity to program logistics. Despite these challenges, the team remained committed to ensuring students could engage in the program and receive the support they needed.

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

To improve the program, it is essential to record the specific activities in each session. While offering standard block activities each day is more efficient, it lacks the detail needed to fully capture the span of activities provided. More context will help paint a clearer picture of what the program truly offers. To ensure these details are captured in EZ Reports, we recommend using the description section to list the names of activities. This will provide valuable insights into the variety of experiences youth are participating in, beyond just the general theme.

RGI also recommends prioritizing the gathering of feedback from families. This feedback is crucial in assessing the program's impact and ensuring continuous improvement. To maximize participation in feedback collection, staff should administer family surveys following each family event. Maintaining a running list of family members who have yet to complete surveys will help ensure comprehensive input.

To maximize the benefits available to youth, program staff are encouraged to collaborate with existing or incoming school programs. By forming strategic partnerships with other afterschool initiatives, the program can reduce competition and create a more cohesive support network for students. These partnerships will not only help increase youth participation but also expand the range of activities offered, ensuring a more diverse and engaging experience. Additionally, through these collaborations, students will gain access to valuable resources and support systems that are crucial to their academic and personal success.

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

## **IV. Program Overview**

### **A. Theory of Change**

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

Our **Camino Brillante** Program builds on an established strategic partnership between the 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 partners that came together to create a pathway for students to academic success. Partners bring unique resources and expertise in new ways to provide needed support for students on a path to academic success and well-being.

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 children and families with a range of early learning, parent training, health screenings, physical exams and complementary social services. EPIC will be a key partner because they already provide a range of services to families in these schools. The COVID-19 pandemic has changed the way

supports are offered in afterschool programming and this continued to impact programs 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 2024 with the Site Director to develop the 2024-2025 Logic Model. The 2024-25 program year Logic Model was created keeping in mind the changes program saw as necessary to accomplish, while also addressing the needs of program for the year. Following the meeting, RGI Evaluator emailed the coordinator a copy of the models created so all parties could review what was discussed, follow up on, and edits could be made. The template used for the models was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21<sup>st</sup> CCLC programs.

The goal is for this document to be revisited by the 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. A full 2024-25 Logic Model is 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**

*School Year 2023-24 Program:* The school year program operated a hybrid program for 112 days Tuesday through Friday beginning October 26, 2023 and ending June 06, 2024. 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. The site proposed a program year that Garfield 21<sup>st</sup> Century site met **88%** of the grant goal.

The program operations proposal for the School Year 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



**b. Serving the Target Population**

**Population Served Demographics**



**Recruitment & Retention:**

Throughout the Summer and School Year programs, the Coordinator worked closely with teachers and staff to identify students needing additional support, enabling smooth referrals and ensuring targeted attention. The program also encouraged previous participants to return, fostering continuity and strengthening community engagement.

To keep families informed, staff proactively communicated registration dates and program details, ensuring that everyone knew how to enroll and participate in the 21st Century program. These efforts helped maintain steady enrollment and build strong relationships with families.

**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:*

During the first year of the grant program did not host a Summer Program. The first Summer program will be hosted during the 2024-2025 program year.

*School Year Activities Offered:*

4th & 5th Grade	2nd & 3rd Grade	Kinder and 1st Grade
Theme: Around the World Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel Time to Share Homework Help	Theme: Super Powers Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel All about emotions Time to Share Homework Help	Theme: Unleash your Wild Side Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel All about emotions Time to Share Homework Help

**d. Transportation**

The Garfield 21<sup>st</sup> Century Program was not able to provide transportation due to a shortage of bus drivers. As a result, students were either picked up by parents or guardians at the end of the program or made their way home on foot. This arrangement required families to coordinate pick-up schedules, while some participants navigated their journey independently.

**e. Program Quality Assessment**

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

Two external assessments were conducted by an RGI evaluator using the Social Emotional Learning Program Quality Assessment (SEL PQA). Staff also conducted self-assessments using the SEL PQA tool. On a 3-point scale, programs were rated as 1, 3, 5 or NR (not rated), with a score of 1 representing the lowest possible score and a 5 representing the best and

highest possible score in each area. Below is a chart showing the results of the external assessment observations across the four domains:



**VI. Outcome Evaluation Plan & Results**

**A. Outcome Evaluation Plan**

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

**B. Outcome Evaluation Results**

The goal for the number of students to be served at this after-school site was 80 youth. Of those youth 64 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: 114

Total 30+ days: 43

Goal: 64

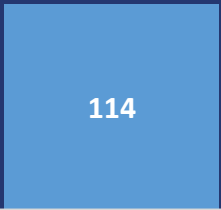
■ 1-15 days ■ 16-29 days ■ 30-59 days ■ 60 -89 days ■ 90+ days

Student %	22%	40%	38%
Student #	25	46	43

The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities, the center turned to creative programming. As a result, participation and retention in the Garfield Program increased significantly. A larger number of students were able to access the program's services, though despite serving many students, the goal for regular attendees was not fully met. Attendance was most prevalent between 16 to 29 days. Regular attendees accounted for 38% 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.

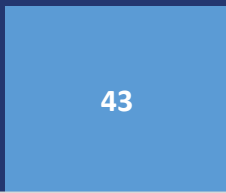
On the following page is a review of the total youth and regular attendees served over the first year of the grant.

**Youth Served Year 1 Attendance**



2023-24

**Regular Attendees Served Year 1 Attendance**



2023-24

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

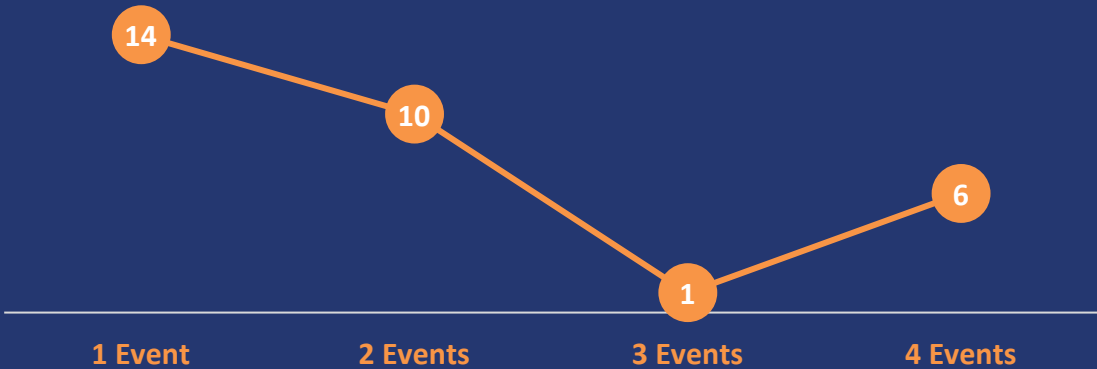
48 Family Members Served

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

	Event Name	Number of Sessions
<b>5 Family Events Offered</b>	Winter Family Night	1
	Healthy Youth Healthy Families	1
	Title 1 Parent Night	1
	Family Movie Night	1
	F Movie Night	1

Of the 48 family members served, 31 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 annually.* From the total number of regular attendee family members, 6 (19%) 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



Over the span of 9 months, the program provided a total of 9.5 hours of family engagement, averaging roughly 47 minutes per month. Despite offering a range of activities aimed at fostering family involvement, the program fell short of meeting its goal to actively engage

family members. While Cohort 19 of the 21st Century program is not required to provide a specific minimum number of family engagement hours each month, it is strongly encouraged to offer monthly family activities. This encouragement stems from the Cohort's broader objectives, which include a target for family involvement, increasing parents or adult participants educational development, and a goal to serve a 50 family members through these initiatives.

To bring the program into full compliance with the grant proposal, RGI recommends that the program increase its family engagement offerings to one event per month. In addition to expanding the duration of engagement, it is also suggested that the program incorporate educational components into some of these monthly events. This could help elevate the educational outcomes of family members, fostering a more holistic approach to family support.

Moreover, to better assess the impact of these efforts on family members' educational levels, RGI recommends that in future grants the program collect a higher volume of surveys at the end of each event. These surveys will provide valuable data on the educational needs and progress of families, enabling the program to fine-tune its strategies and ensure greater alignment with its goals. Collecting these surveys after each event will help track both short-term improvements and long-term trends in family engagement and educational development.

#### **b. Academic Achievement**

The ESD 105 21st CCLC Program has established several key measurable outcomes, including the assessment of "increases in academic achievement" in both reading and math. These outcomes were primarily measured using local data and will continue to be assessed through local evaluations for the duration of the grant cycle. Specifically, academic gains in reading and math were tracked using a variety of tools: DIBELS for K-5th grade students, LEXILE for 6th-8th grade students, and FASTtrack Math for K-8th grade students. In addition to academic progress, the grant also focused on measuring student behaviors through the RGI Survey Data, providing valuable insights into social and emotional development. Another critical component of the grant was the tracking of annual school attendance, aimed at reducing chronic absenteeism and encouraging consistent participation in both school and after-school programs.

Finally, the grant emphasized the importance of family engagement by measuring family participation and knowledge levels. A comprehensive family survey was administered at the end of the year to all participating families, providing valuable feedback that will help guide future program development and strengthen the connection between the program and the families it serves.

It is well documented that students of color and those from low-income backgrounds were disproportionately affected by the pandemic, which has resulted in a noticeable learning gap that continues to persist. The hope is that through continued engagement and tailored support, the program will provide participating youth with the resources, skills, and tools they need to succeed in the upcoming school years and beyond.

The achievement of student performance outcomes and goals is outlined in the following section. For a detailed overview of the findings, please refer to the Grant Outcomes Table.



**Grant Outcomes**  
 These outcomes were measured during the 2023- 2024 program year

<b>Student Performance Outcomes</b>	<b>Target</b>	<b>Cohort Average</b>	<b>Garfield</b>
Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments annually	60%	96%	100%
Regular attending students will increase math academic achievement by moving from not proficient to proficient on State Math Assessments annually	60%	84%	89%
Regular attending students will increase Reading skills as measured by DIBELS	75%	72%	68%
Regular attending students will increase Math skills as measured by FASTtrack	75%	84%	89%
Regular attending students will demonstrate a growth mindset	80%	94%	90%
Regular attending students will demonstrate a growth interpersonal skills	80%	91%	83%
Regular attending students will demonstrate a growth self-regulation skills	80%	82%	66%
Regular attending students will have a daily school-day attendance rate of 90% or greater annually	90%	83%	90%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	100%
In Year 1, staff will attend the Live Planning with Data training to review scores	100%	100%	100%
Three goals based on the SEL 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%	77%	77%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities annually	75%	15%	19%

*Achieved outcomes are listed in orange*

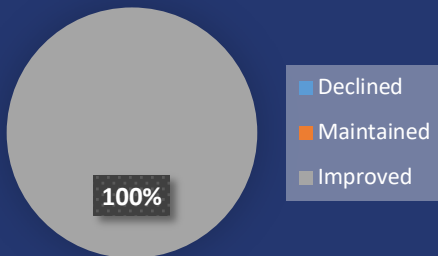
Local Academic Data:

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.

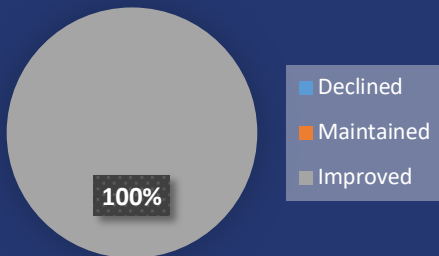
The Garfield 21<sup>st</sup> Century program submitted Dibels Assessment scores for reading using Fall 2023 and Spring 2024 data. Of the 40 reading scores analyzed by RGI Corporation; 40 (100%) youth improved their reading scores. Of the 5 Amplify Lectura Assessment scores analyzed: 5 (100%) youth demonstrated improvement. The Dibels Composite scores, beginning of the year and an end of year benchmark review was also conducted.

The following charts illustrate the academic results in reading:

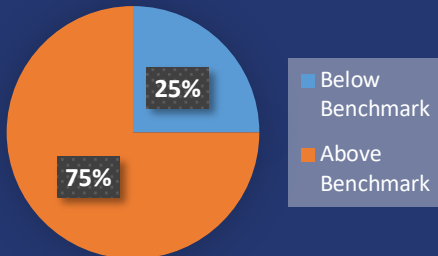
Dibel Assessment Scores



Amplify Lecutura Scores

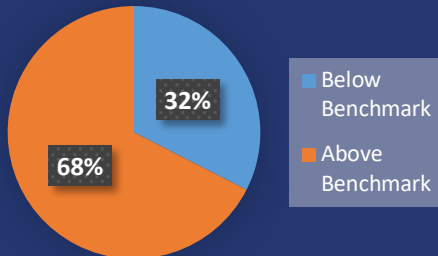


Beginning of the Year-  
Dibels Composite Scores



Number of Youth: 40  
Goal: 306  
Score Range: 245 to 404  
Average: 326

End of Year-  
Dibels Composite Scores

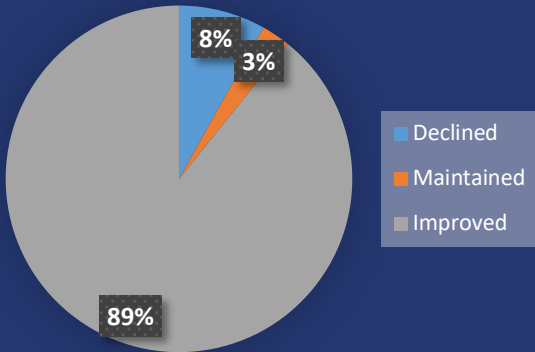


Number of Youth: 40  
Goal: 420  
Score Range: 348 to 533  
Average: 435

The Garfield 21<sup>st</sup> Century program submitted Fast Track Math Assessment scores for Math using Fall 2023 and Spring 2024 data. Of the 37 Math scores analyzed by RGI Corporation: 33 (89%) youth improved Math academic achievement.

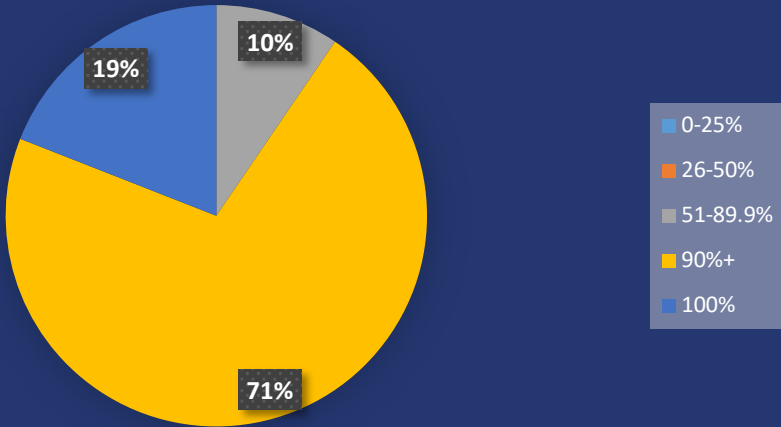
The following chart illustrates the academic results in Math:

### FastTrack Math Assessment Scores



School-day attendance annual records for 90 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees 4 had a daily school-day attendance rate of 51%- 89.9%, 30 students had 90% or greater attendance rate, and 8 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:

### 38 Students had 90% or greater School Attendance Rate



**c. Student Behaviors and Attitudes**

*RGI Youth Feedback Survey:*

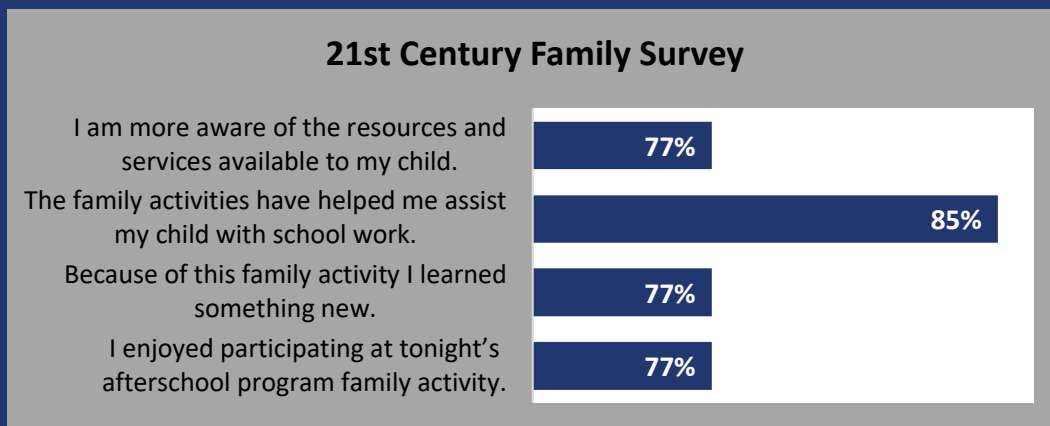
A goal of this 21<sup>st</sup> CCLC Program is to improve student behavior and life skills development, specifically to “*demonstrate a growth mindset, interpersonal, and self-regulation skills*”. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and Belief Survey. The purpose of the youth feedback survey is to assess positive student behavior on three scales: growth mindset, interpersonal skills, and self-regulation skills. Youth can respond Yes or No for each statement. The total responses with Yes for each statement were then calculated to determine the total percentage for each behavior scale. Over the course of the program year, 85 attendees completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
<b>Growth Mindset</b>	<i>I can stay focused in class.</i>	<b>93%</b>
<b>Interpersonal Skills</b>	<i>I listen to other people’s ideas.</i>	<b>87%</b>
<b>Self-Regulation Skills</b>	<i>This program has helped me learn how to be patient.</i>	<b>79%</b>

**d. Family Engagement**

*Family Survey:*

As part of the grant, RGI devised a family survey which was administered by the program team. In this survey, the goal was to assess the level of services provided to participants' parents and knowledge levels. A total of 13 family surveys were submitted by the Garfield 21<sup>st</sup> Century site.



RGI recommends that the Garfield Program develop a clear and achievable plan for administering and collecting Family Surveys during the 2024-2025 program year. By actively gathering more feedback from family members, the program will gain valuable insights into areas for improvement and better understand the specific needs of the families it serves. This information will be essential for refining the program and ensuring it continues to meet the evolving needs of participants and their families.

<b>e. Community Collaborations</b>		
<b>Donated Items Categories</b>	<b>Organizations/Individuals</b>	<b>Amount \$</b>
Activities/Events and corresponding materials		-
Donated Materials	IAL Grant	<b>\$7,000.00</b>
Volunteers & Staffing	-	-
Other	-	-
<b>Total Contributions for the 2023-24 year</b>		<b>\$7,000.00</b>

## VII. Appendix

### A. Program Recommendations

**Data Entry/ Editing:** The Director, Site Coordinator, and staff should create a consistent editing schedule aligned with federal due dates, with a monthly review process for accurate data management. RGI recommends daily attendance entry into the EZ Reports Database and monthly updates to the Washington 21st CCLC Data Portal to streamline data entry and reduce year-end workload. Additionally, the program should continue logging specific activities in the EZ Reports Activity Calendar, with detailed descriptions. This will provide valuable insights for end-of-year analysis and help maintain organized records, minimizing final data submission efforts.

**Increase Family Engagement:** Expand family involvement by offering monthly events or workshops that incorporate both educational and recreational activities. Ensure that these events align with the interests and needs of the families served. Increased family engagement can strengthen the home-school connection, boost student achievement, and foster a sense of community.

**Enhance Academic Support:** Provide targeted academic support through tutoring or small group sessions focusing on core subjects such as math, reading, and STEM. Utilize data-driven assessments to identify and address specific student needs. This will help students stay on track academically, address learning gaps, and improve overall performance in school.

**Diversify Enrichment Activities:** Expand the range of enrichment activities offered, including arts, coding, physical fitness, leadership development, and social-emotional learning. Consider incorporating experiential learning opportunities such as field trips, guest speakers, and community service projects. Diverse enrichment activities help engage students in a holistic way, fostering personal growth, creativity, and essential life skills.

**Increase Collaboration with Community Partners:** Build stronger partnerships with local organizations, businesses, and universities to provide students with mentorship, internships, and real-world learning experiences. These partnerships can offer valuable resources, expertise, and career exposure, while also strengthening the program's community ties.

**Promote Social-Emotional Learning (SEL):** Integrate SEL practices into daily activities, focusing on skills such as communication, empathy, and emotional regulation. Provide staff with training in SEL techniques. SEL helps students develop critical life skills that enhance their ability to navigate social challenges, build positive relationships, and succeed academically.

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

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



## B. Resources

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

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

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

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

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

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

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

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

- [You for Youth](#)
- [Afterschool Matters](#)
- [The Wallace Foundation  
Forging Brighter Futures 2024 Bridge Conference](#)

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

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

C. Center-based Logic Model

2024-2025 Logic Model- Garfield Elementary School					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>Research highlights that increased family and community involvement in after-school settings positively influences youth resilience and development. As the Garfield 21<sup>st</sup> Century Program enters its second year, the goal is to establish a strong, intentional presence and expand its reach. The focus will be on serving a larger number of youth and families. Additionally, the program will collaborate with Garfield administration to explore innovative ways to enhance its offerings.</p>	<p>Increase staffing and provide 2 certificated instructional leads</p> <p>Increase youth registration and participation numbers</p> <p>Increase parent and family involvement</p> <p>Provide more family engagement educational nights</p> <p>Continue building a strong partnership with the Garfield Administration Team</p>	<p>ESD 105 Administration Team</p> <p>ESD 105 Program Manager: Kendra Korynta</p> <p>ESD 105 21<sup>st</sup> Century Program Director: Theresa Maier</p> <p>21<sup>st</sup> Century Program Staff</p> <p>Garfield Elementary Administration Team School Staff</p> <p><b>Funding</b> 21<sup>st</sup> Century Funds IAL Grant Supplemental</p> <p><b>Curriculum</b> PCS Edventures ESD Program Curriculum Second Step</p> <p><b>Partnerships</b> EPIC Soccer Program YSD Migrant Program IAL Grant</p> <p><b>Supplies</b> Books STEM Kit Activity based material</p>	<p>21<sup>st</sup> Century Staff will plan to operate two program classrooms each session for youth in Kinder-1st, 2nd-3rd, and 4th-5th.</p> <p>Coordinator will attend the Garfield the September 5, 2024 Open House and personally invite youth to register and attend program.</p> <p>Staff will offer various youth activities from 3:15 pm to 5:15 pm for all sessions. Ex: SEL, STEM, Transportation, Build a Better World, Dirt Camp, Math 4 Love</p> <p>Program in partnership with different organizations will offer at least one family engagement night focused on: Finances, Drug Awareness, Mental Health.</p> <p>Program in partnership with the IAL Grant will host a family Literacy Night in March.</p> <p>ESD 105 Administration Team will have an in-person bi-monthly meeting with Garfield Administration and as needed.</p>	<p>21<sup>st</sup> Century will have enough staff to serve more youth, and be able to run two classrooms in each session. Staff will feel supported and feel less burnout.</p> <p>Participating families and youth will learn about 21<sup>st</sup> Century, its resources, and registration dates. Coordinator will also be able to build a connection with families and students.</p> <p>Participating youth in grades k-5<sup>th</sup> will gain a better understanding of academic subjects, improve academics, develop social skills. Participating youth will also share with peers the different activities they are learning about and by word-of-mouth help recruit.</p> <p>Partnerships will allow program to offer a variety of activities.</p> <p>Participating families will learn something new, and gain a different perspective on the different topics. Families who participate in literacy, will learn how to support their youth's literacy goals.</p> <p>Through check-in both teams will be able to share student growth and needs. Staff will be able to share updates on program data, and discuss goals.</p>	<p><b>Classroom Operation:</b> Program staff will manage two classrooms per session to ensure effective delivery of the program.</p> <p><b>Sense of Belonging:</b> Staff will foster a sense of belonging among all youth to ensure they participate in a safe and supportive learning environment.</p> <p><b>Increased Youth Participation:</b> Youth participation will increase by 25% compared to the first year of the program.</p> <p><b>Family Engagement:</b> All participating family members will have the opportunity to attend at least one family engagement night.</p> <p><b>Educational Events:</b> The program will partner with community organizations to host at least one educational event per session.</p> <p><b>Enhanced Communication and Networking:</b> There will be improved communication and networking between ESD 105 Administration, Garfield Administration, and school day staff.</p>



### III. Hoover Elementary School

#### A. Summary

This Evaluation Report includes a comprehensive assessment for the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) at Hoover Elementary School for the 2023-24 program year, from Fall 2023 to Spring 2024. The program staff, school, participants, and families know this program as Hoover Elementary 21<sup>st</sup> Century and that is how the program will be addressed throughout this report.

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

#### a. Strengths & Successes

In an End of Year Site interview, Coordinator Catalina Mata reflected on several successes achieved during the first year of the program. One of the most notable highlights was the enthusiasm of the students, who consistently arrived excited and eager to participate in the after-school activities. Another key success was the peer-to-peer recruitment that took place organically, with students actively encouraging their friends to join the program for the following year. Many students expressed multiple times how much they were looking forward to returning, further reinforcing the program's positive impact.

Coordinator Mata also shared that parents provided overwhelmingly positive feedback, expressing high levels of satisfaction with the program. This feedback underscored the value the program brought to the families it served. In addition to student and parent engagement, the staff succeeded in offering meaningful family engagement opportunities, with families attending regularly and consistently. This strong involvement helped foster a sense of community and support.

As a first-year program, Hoover Elementary established a solid foundation for the 21st Century program, and the positive momentum built during this first year is expected to carry over into the second year, ensuring continued growth and success.

#### b. Challenges & Barriers

Like many programs across Washington state and the U.S., the most significant barrier to program operations was the COVID-19 pandemic and its lasting effects on youth, including academic challenges, emotional well-being, and behavioral impacts. These widespread disruptions created ongoing obstacles that affected both students and staff, requiring the program to adapt and find new ways to support youth through these challenges.

Coordinator Mata also reflected on several challenges faced during the program's first year. One of the primary difficulties was student recruitment, as many families were unfamiliar with the 21st Century program. The program was still in the process of building connections with families and raising awareness about its offerings, making outreach a key focus for improvement in the coming years.

Another challenge was maintaining student interest and engagement. While the program worked hard to balance academic content with hands-on learning experiences, some students were not as enthusiastic about the academic components. This led to sporadic attendance, as students didn't always find the content engaging enough to attend consistently.

To address this, the staff implemented a strategy to boost attendance by rewarding students with PBIS points, which encouraged participation and helped maintain motivation. This approach proved effective in improving student engagement and attendance, and it helped staff ensure that more students stayed committed to the program throughout the year.

### c. Recommendations and Next Steps

To improve the program, it is essential to record the specific activities in each session. While offering standard block activities each day is more efficient, it lacks the detail needed to fully capture the span of activities provided. More context will help paint a clearer picture of what the program truly offers. To ensure these details are captured in EZ Reports, we recommend using the description section to list the names of activities. This will provide valuable insights into the variety of experiences youth are participating in, beyond just the general theme.

RGI also recommends prioritizing the gathering of feedback from families. This feedback is crucial in assessing the program's impact and ensuring continuous improvement. To maximize participation in feedback collection, staff should administer family surveys following each family event. Maintaining a running list of family members who have yet to complete surveys will help ensure comprehensive input.

To maximize the benefits available to youth, program staff are encouraged to collaborate with existing or incoming school programs. By forming strategic partnerships with other afterschool initiatives, the program can reduce competition and create a more cohesive support network for students. These partnerships will not only help increase youth participation but also expand the range of activities offered, ensuring a more diverse and engaging experience. Additionally, through these collaborations, students will gain access to valuable resources and support systems that are crucial to their academic and personal success.

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

## IV. Program Overview

### A. Theory of Change

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

Our **Camino Brillante** Program builds on an established strategic partnership between the 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 partners that came together to create a pathway for students to academic success. Partners bring unique resources and expertise in new ways to provide needed support for students on a path to academic success and well-being.

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 children and families with a range of early learning, parent training, health screenings, physical exams and complementary social services. EPIC will be a key partner because they already provide a

range of services to families in these schools. The COVID-19 pandemic has changed the way supports are offered in afterschool programming and this continued to impact programs 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 July 2024 with the Site Director to develop the 2024-2025 Logic Model. The 2024-25 program year Logic Model was created keeping in mind the changes program saw as necessary to accomplish, while also addressing the needs of program for the year. Following the meeting, RGI Evaluator emailed the coordinator a copy of the models created so all parties could review what was discussed, follow up on, and edits could be made. The template used for the models was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21<sup>st</sup> CCLC programs.

The goal is for this document to be revisited by the 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. A full 2024-25 Logic Model is 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:

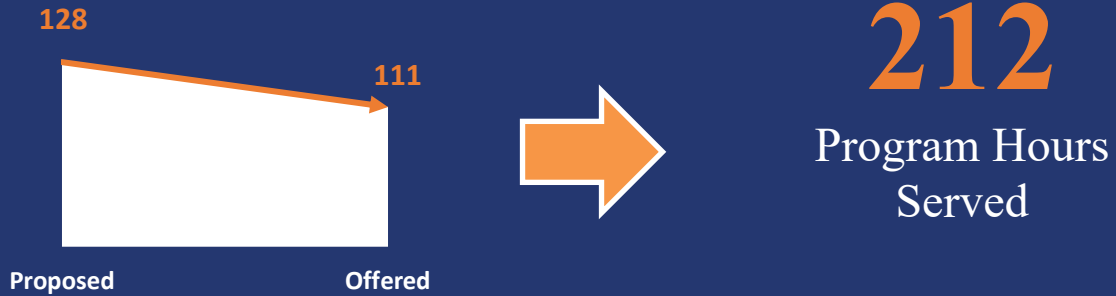
**a. Operations**

*School Year 2023-24 Program:* The school year program operated a hybrid program for 111 days Tuesday through Friday beginning October 26, 2023 and ending June 06, 2024. 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. The site proposed a program year that Hoover 21<sup>st</sup> Century site met **87%** of the grant goal.

The program operations proposal for the School Year 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.

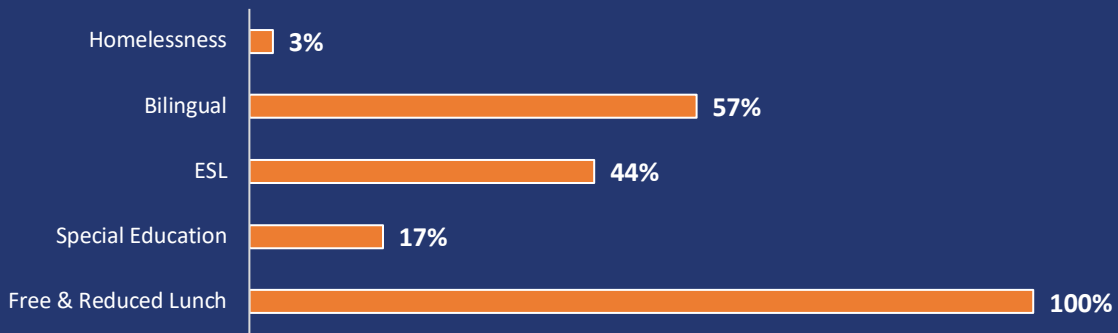


**Available Program Days**  
School Year



**b. Serving the Target Population**

**Population Served Demographics**



**Recruitment & Retention:**

In the program's first year, staff implemented a range of strategies to recruit and retain students. They began by informing students about the program, generating interest and excitement. To further engage families, the staff made proactive phone calls to parents, providing key information and addressing any questions. Teachers were also kept informed, fostering a collaborative approach to encourage student participation. To promote consistent attendance, staff followed up with both students and families, stressing the importance of regular involvement. Additionally, staff made a concerted effort to address the individual needs of each student, ensuring the program remained supportive and engaging. These combined efforts laid a solid foundation for the program's continued success.

**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.

*School Year Activities Offered:*

4th & 5th Grade	2nd & 3rd Grade	Kinder and 1st Grade
Theme: Around the World Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minnows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel Time to Share Homework Help	Theme: Super Powers Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minnows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel All about emotions Time to Share Homework Help	Theme: Unleash your Wild Side Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minnows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel All about emotions Time to Share Homework Help

**d. Transportation**

The Hoover 21<sup>st</sup> Century Program was not able to provide transportation due to a shortage of bus drivers. As a result, students were either picked up by parents or guardians at the end of the program or made their way home on foot. This arrangement required families to coordinate pick-up schedules, while some participants navigated their journey independently.

**e. Program Quality Assessment**

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

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



## VI. Outcome Evaluation Plan & Results

### A. Outcome Evaluation Plan

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

### B. Outcome Evaluation Results

The goal for the number of students to be 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: 115

Total 30+ days: 47

Goal: 80

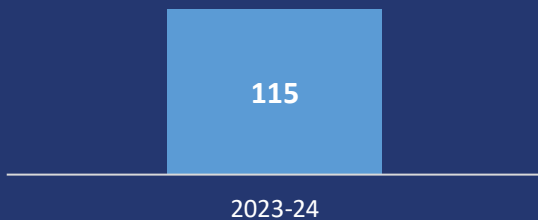
■ 1-15 days ■ 16-29 days ■ 30-59 days ■ 60-89 days ■ 90+ days

Student %	25%	34%	41%
Student #	29	39	47

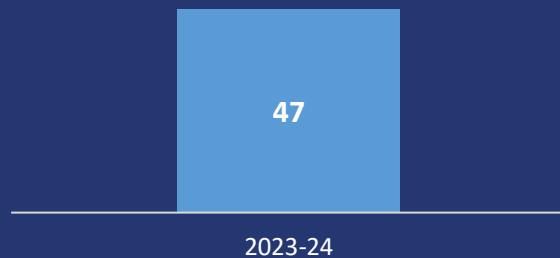
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities, the center turned to creative programming. As a result, participation and retention in the Hoover Program increased significantly. A larger number of students were able to access the program's services, though despite serving many students, the goal for regular attendees was not met. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 41% 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 first year of the grant.

**Youth Served Year 1 Attendance**



**Regular Attendees Served Year 1 Attendance**



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

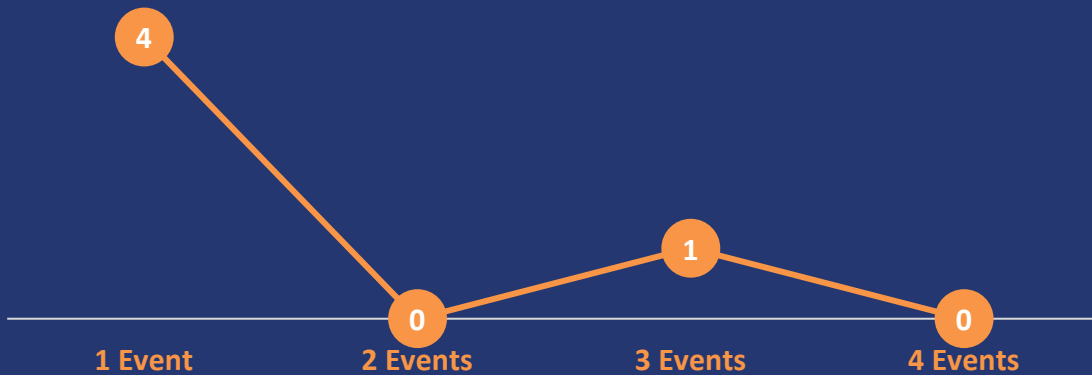


The Hoover Program held 8 family engagement events in its first year. Below is a list of all the events that were offered to family members of the Hoover Program participants.

8 Family Events Offered	Event Name	Number of Sessions
	Harvest Festival	1
	Alfa Delta- Christmas Gifts	1
	Holiday Magic Gift	1
	Angel Tree	1
	Winter Concert	1
	Gingerbread Houses	1
	Parent Meeting	1
	Movie Night	1

Of the 20 family members served, 5 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities annually.* From the total number of regular attendee family members, 0 (0%) 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



Over the span of 9 months, the program provided a total of 11 hours of family engagement, averaging roughly 55 minutes per month. Despite offering a range of activities aimed at fostering family involvement, the program fell short of meeting its goal to actively engage family members. While Cohort 19 of the 21st Century program is not required to provide a specific minimum number of family engagement hours each month, it is strongly encouraged to offer monthly family activities. This encouragement stems from the Cohort’s broader objectives, which include a target for family involvement, increasing parents or adult participants educational development, and a goal to serve a 50 family members through these initiatives.

To bring the program into full compliance with the grant proposal, RGI recommends that the program increase its family engagement offerings to one event per month. In addition to expanding the duration of engagement, it is also suggested that the program incorporate educational components into some of these monthly events. This could help elevate the educational outcomes of family members, fostering a more holistic approach to family support.

Moreover, to better assess the impact of these efforts on family members' educational levels, RGI recommends that in future grants the program collect a higher volume of surveys at the end of each event. These surveys will provide valuable data on the educational needs and progress of families, enabling the program to fine-tune its strategies and ensure greater alignment with its goals. Collecting these surveys after each event will help track both short-term improvements and long-term trends in family engagement and educational development.

### **b. Academic Achievement**

The ESD 105 21st CCLC Program has established several key measurable outcomes, including the assessment of “increases in academic achievement” in both reading and math. These outcomes were primarily measured using local data and will continue to be assessed through local evaluations for the duration of the grant cycle. Specifically, academic gains in reading and math were tracked using a variety of tools: DIBELS for K-5th grade students, LEXILE for 6th-8th grade students, and FASTtrack Math for K-8th grade students. In addition to academic progress, the grant also focused on measuring student behaviors through the RGI Survey Data, providing valuable insights into social and emotional development. Another critical component of the grant was the tracking of annual school attendance, aimed at reducing chronic absenteeism and encouraging consistent participation in both school and after-school programs.

Finally, the grant emphasized the importance of family engagement by measuring family participation and knowledge levels. A comprehensive family survey was administered at the end of the year to all participating families, providing valuable feedback that will help guide future program development and strengthen the connection between the program and the families it serves.

It is well documented that students of color and those from low-income backgrounds were disproportionately affected by the pandemic, which has resulted in a noticeable learning gap that continues to persist. The hope is that through continued engagement and tailored support, the program will provide participating youth with the resources, skills, and tools they need to succeed in the upcoming school years and beyond.

The achievement of student performance outcomes and goals is outlined in the following section. For a detailed overview of the findings, please refer to the Grant Outcomes Table.



**Grant Outcomes**  
 These outcomes were measured during the 2023- 2024 program year

<b>Student Performance Outcomes</b>	<b>Target</b>	<b>Cohort Average</b>	<b>Hoover</b>
Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments annually	60%	96%	100%
Regular attending students will increase math academic achievement by moving from not proficient to proficient on State Math Assessments annually	60%	84%	86%
Regular attending students will increase Reading skills as measured by DIBELS	75%	72%	75%
Regular attending students will increase Math skills as measured by FASTtrack	75%	84%	86%
Regular attending students will demonstrate a growth mindset	80%	94%	98%
Regular attending students will demonstrate a growth interpersonal skills	80%	91%	97%
Regular attending students will demonstrate a growth self-regulation skills	80%	82%	97%
Regular attending students will have a daily school-day attendance rate of 90% or greater annually	90%	83%	84%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	100%
In Year 1, staff will attend the Live Planning with Data training to review scores	100%	100%	100%
Three goals based on the SEL 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%	77%	No Data
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities annually	75%	15%	0%

\* *Indicates too small of a response group to provide analysis*  
*No Data- Indicates staff did not submit data to be analyzed*  
*Achieved outcomes are listed in orange*

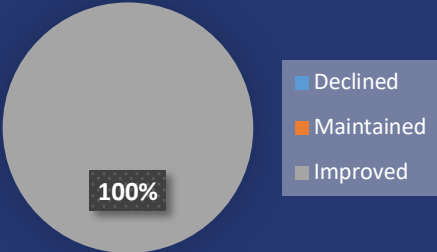
Local Academic Data:

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.

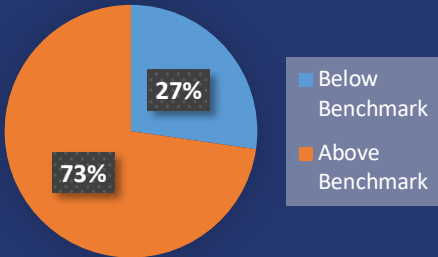
The Hoover 21<sup>st</sup> Century program submitted Dibels Assessment scores for reading using Fall 2023 and Spring 2024 data. Of the 44 reading scores analyzed by RGI Corporation; 44 (100%) youth improved their reading scores. The Dibels Composite scores, beginning of the year and an end of year benchmark review was also conducted.

The following charts illustrate the academic results in reading:

### Dibel Assessment Scores

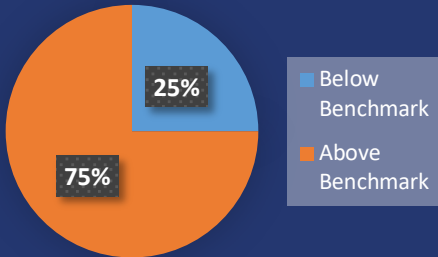


### Beginning of the Year- Dibels Composite Scores



Number of Youth: 44  
Goal: 306  
Score Range: 252 to 387  
Average: 327

### End of Year- Dibels Composite Scores

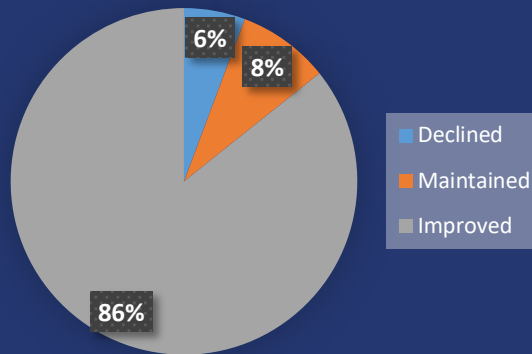


Number of Youth: 44  
Goal: 420  
Score Range: 364 to 490  
Average: 439

The Hoover 21<sup>st</sup> Century program submitted Fast Track Math Assessment scores for Math using Fall 2023 and Spring 2024 data. Of the 35 Math scores analyzed by RGI Corporation: 30 (86%) youth improved Math academic achievement.

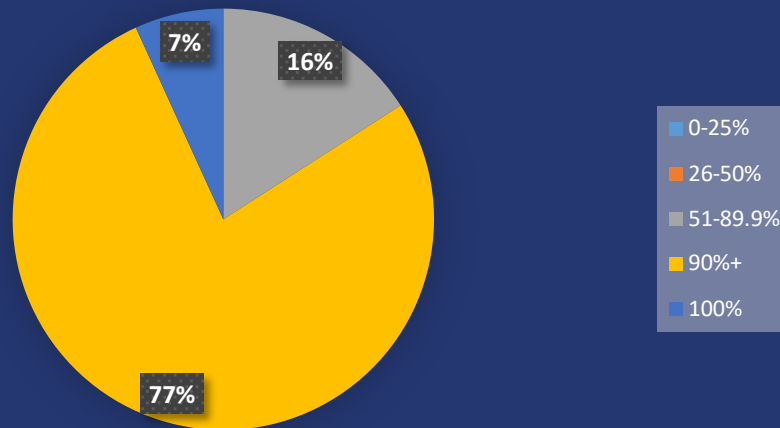
The following chart illustrates the academic results in Math:

### FastTrack Math Assessment Scores



School-day attendance annual records for 90 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees 7 had a daily school-day attendance rate of 51%- 89.9%, 34 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:

### 37 Students had 90% or greater School Attendance Rate



**c. Student Behaviors and Attitudes**

*RGI Youth Feedback Survey:*

A goal of this 21<sup>st</sup> CCLC Program is to improve student behavior and life skills development, specifically to “*demonstrate a growth mindset, interpersonal, and self-regulation skills*”. A youth feedback survey was developed by RGI and administered by Program staff. 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, 96 attendees completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
<b>Growth Mindset</b>	<i>I can stay focused in class.</i>	<b>99%</b>
<b>Interpersonal Skills</b>	<i>I listen to other people’s ideas.</i>	<b>98%</b>
<b>Self-Regulation Skills</b>	<i>This program has helped me learn about my feelings.</i>	<b>99%</b>

**d. Family Engagement**

*Family Survey:*

As part of the grant, RGI developed a comprehensive family survey designed to assess both the level of services provided to participants' parents and their educational knowledge. The intent of this survey was to gather valuable insights into how effectively the program was meeting the needs of families and to identify areas for improvement. However, due to a range of unforeseen barriers during the first year of the grant, the program staff were unable to collect survey responses as planned. As a result, the family survey data will not be available for analysis or review. This limitation should be considered when evaluating the overall impact of the program on family engagement and educational outcomes.

RGI recommends that the Hoover Program develop a clear and achievable plan for administering and collecting Family Surveys during the 2024-2025 program year. By actively gathering more feedback from family members, the program will gain valuable insights into areas for improvement and better understand the specific needs of the families it serves. This information will be essential for refining the program and ensuring it continues to meet the evolving needs of participants and their families.

<b>e. Community Collaborations</b>		
<b>Donated Items Categories</b>	<b>Organizations/Individuals</b>	<b>Amount \$</b>
Activities/Events and corresponding materials	Yakima Valley Farm Workers	<b>\$2,500.00</b>
Donated Materials	-	-
Volunteers & Staffing	-	-
Other	-	-
<b>Total Contributions for the 2023-24 year</b>		<b>\$2,500.00</b>

## VII. Appendix

### A. Program Recommendations

**Data Entry/ Editing:** The Director, Site Coordinator, and staff should create a consistent editing schedule aligned with federal due dates, with a monthly review process for accurate data management. RGI recommends daily attendance entry into the EZ Reports Database and monthly updates to the Washington 21st CCLC Data Portal to streamline data entry and reduce year-end workload. Additionally, the program should continue logging specific activities in the EZ Reports Activity Calendar, with detailed descriptions. This will provide valuable insights for end-of-year analysis and help maintain organized records, minimizing final data submission efforts.

**Increase Family Engagement:** Expand family involvement by offering monthly events or workshops that incorporate both educational and recreational activities. Ensure that these events align with the interests and needs of the families served. Increased family engagement can strengthen the home-school connection, boost student achievement, and foster a sense of community.

**Enhance Academic Support:** Provide targeted academic support through tutoring or small group sessions focusing on core subjects such as math, reading, and STEM. Utilize data-driven assessments to identify and address specific student needs. This will help students stay on track academically, address learning gaps, and improve overall performance in school.

**Diversify Enrichment Activities:** Expand the range of enrichment activities offered, including arts, coding, physical fitness, leadership development, and social-emotional learning. Consider incorporating experiential learning opportunities such as field trips, guest speakers, and community service projects. Diverse enrichment activities help engage students in a holistic way, fostering personal growth, creativity, and essential life skills.

**Increase Collaboration with Community Partners:** Build stronger partnerships with local organizations, businesses, and universities to provide students with mentorship, internships, and real-world learning experiences. These partnerships can offer valuable resources, expertise, and career exposure, while also strengthening the program's community ties.

**Promote Social-Emotional Learning (SEL):** Integrate SEL practices into daily activities, focusing on skills such as communication, empathy, and emotional regulation. Provide staff with training in SEL techniques. SEL helps students develop critical life skills that enhance their ability to navigate social challenges, build positive relationships, and succeed academically.

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

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

## B. Resources

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

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

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

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

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

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

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

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

- [You for Youth](#)
- [Afterschool Matters](#)
- [The Wallace Foundation Forging Brighter Futures 2024 Bridge Conference](#)

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

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

C. Center-based Logic Model

2024-2025 Logic Model- Hoover Elementary School					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>After-school programs rely heavily on family and community support for their development, staffing, and capacity building. Strong collaborative partnerships are crucial for enhancing program quality and ensuring long-term success by harnessing the strengths of schools, families, and communities to support student achievement. In the second year of the Hoover Elementary program, the emphasis will be on further strengthening partnerships between the Administration team and the 21st Century team. Additionally, staff will prioritize connecting effectively with youth to boost participation rates.</p>	<p>Increase staffing and include bilingual staff</p> <p>Develop community partnerships to increase variety of family engagement offerings</p> <p>Enhance communication and partnership amongst ESD 105 Administration and Hoover Administration team</p> <p>Increase youth participation and retention</p>	<p>ESD 105 Administration Team</p> <p>ESD 105 Program Manager: Kendra Korynta</p> <p>ESD 105 21<sup>st</sup> Century Program Director: Theresa Maier</p> <p>Program Staff</p> <p>Hoover Elementary Administration Team</p> <p>School Staff</p> <p><b>Funding</b> 21<sup>st</sup> Century Funds</p> <p><b>Curriculum</b> PCS Edventures ESD Program Curriculum Second Step</p> <p><b>Partnerships</b> EPIC Soccer Program YSD Migrant Program</p> <p><b>Supplies</b> STEM Kit Activity based materials</p>	<p>ESD 105 will meet with Hoover Building administration to talk about possible bilingual candidates that will fit the roles and responsibilities of 21<sup>st</sup> century to support ELL youth.</p> <p>Staff will operate program in 2 classrooms for each session to create small groups and staff to youth ratios.</p> <p>21<sup>st</sup> Century will have opportunities to collaborate with Yakima School District Migrant Program on offerings.</p> <p>ESD 105 Administration Team will have a start, middle, and end of session check-in with Hoover Administration Team.</p> <p>ESD 105 provides program theme-based curriculum, lesson plans, and materials. Staff then reviews the material and prepares sessions for delivery. ESD 105 also provides support and PD to encourages clear understanding on how to present activities.</p> <p>Staff will offer various youth activities from 3:15 pm to 5:15 pm for all sessions. Ex: SEL, STEM, Transportation, Build a Better World, Dirt Camp, Math 4 Love</p> <p>All Youth will have the opportunity to provide program feedback by responding to a youth survey at the end of each session.</p>	<p>Multiple bilingual staff members will be hired and stay with program for the entire program. Youth will then feel supported and be able to connect with staff.</p> <p>By operating two classrooms program will be able to serve more youth. Staff will also be able to work with smaller groups instead of having one bigger group.</p> <p>Both programs collaborate and enhance and offset the services programs are offering.</p> <p>ESD 105 Administration will have the opportunity to receive feedback. Hoover Administration will also share on where 21<sup>st</sup> Century can further support students and families.</p> <p>Staff feel supported, and know how to deliver and facilitate activities. Staff also feel confident operating program.</p> <p>Participating youth will be engaged, attendance numbers will increase, program will run as planned, and academic improvements will be shown within academic test scores.</p> <p>Participating youth who respond to survey will share their feedback with staff. Staff will make program improvements based on youth responses.</p>	<p><b>Retention of Bilingual Staff:</b> Bilingual staff will be retained for a minimum of three sessions to provide enhanced support for ELL youth.</p> <p><b>Youth Enrollment:</b> The program will enroll 200 youth from kindergarten through 5th grade during the second year.</p> <p><b>Partnership with Migrant Program:</b> The 21st Century program will establish a partnership with the Migrant Program to ensure complementary services.</p> <p><b>Improved Communication:</b> There will be improved communication and networking between 21st Century staff and Hoover school day staff.</p> <p><b>Professional Development:</b> The Coordinator and staff will attend conferences, online professional learning sessions, and ESD 105 professional development opportunities.</p> <p><b>Youth Feedback:</b> At least 75% of youth will respond positively to the survey question, “This program has helped me try new things.”</p>





### III. Lewis & Clark Middle School

#### A. Summary

This Evaluation Report includes a comprehensive assessment for the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) at Lewis & Clark Middle School for the 2023-24 program year, from Fall 2023 to Spring 2024. The program staff, school, participants, and families know this program as Lewis & Clark MS 21<sup>st</sup> Century and that is how the program will be addressed throughout this report.

The Lewis & Clark MS 21<sup>st</sup> 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 30 family members annually.

#### a. Strengths & Successes

In an End of Year Site interview, Coordinator Adriana Olea-Lopez reflected on several key successes of the program. One major accomplishment was the ability to recruit and retain more students by offering a variety of Clubs. These Clubs sparked excitement among participants, contributing to increased attendance and stronger engagement throughout the year.

Staff were also able to build meaningful relationships with school staff, students, and families, fostering a sense of community and support. Another success was the program's focus on providing youth with opportunities to interact with their peers, which helped them develop valuable social skills. Many students shared how happy they were to make new friends and learn more about each other, highlighting the positive impact the program had on their social growth and sense of belonging.

Another notable success was the foundation-building for the Lewis and Clark Middle School 21<sup>st</sup> Century Program. The first year focused on establishing a strong program presence, fostering connections with school staff, and offering valuable services to both students and their families. While recruitment and retention were lower than anticipated, this challenge created an opportunity to expand the program's reach by extending services to 8th graders. Given the abundance of extracurricular activities available at the middle school level, simply having a group of youth consistently attend the program was considered a success by the staff. Looking ahead to year two, the goal is to build on this momentum and attract a larger number of participants, further strengthening the program's impact.

#### b. Challenges & Barriers

Like many programs across Washington state and the U.S., the most significant barrier to program operations was the COVID-19 pandemic and its lasting effects on youth, including academic challenges, emotional well-being, and behavioral impacts. These widespread disruptions created ongoing obstacles that affected both students and staff, requiring the program to adapt and find new ways to support youth through these challenges.

Coordinator Olea-Lopez also reflected on several challenges the site encountered during the program's first year. One of the key difficulties she faced was balancing her responsibilities as the Coordinator with her other duties at the school, particularly given the conflicting work hours. This created additional pressure and made it harder to manage the demands of both roles effectively.

Another challenge was student engagement with the academic and literacy components of the program. Many students expressed dissatisfaction with these aspects of the activities, which affected their overall enthusiasm and participation.

Recruitment and retention also proved to be difficult. The program faced strong competition from other after-school offerings, making it challenging to consistently attract and retain students. This heightened the need for creative strategies to differentiate the 21st Century program and keep students engaged.

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

To improve the program, it is essential to record the specific activities in each session. While offering standard block activities each day is more efficient, it lacks the detail needed to fully capture the span of activities provided. More context will help paint a clearer picture of what the program truly offers. To ensure these details are captured in EZ Reports, we recommend using the description section to list the names of activities. This will provide valuable insights into the variety of experiences youth are participating in, beyond just the general theme.

RGI also recommends prioritizing the gathering of feedback from families. This feedback is crucial in assessing the program's impact and ensuring continuous improvement. To maximize participation in feedback collection, staff should administer family surveys following each family event. Maintaining a running list of family members who have yet to complete surveys will help ensure comprehensive input.

To maximize the benefits available to youth, program staff are encouraged to collaborate with existing or incoming school programs. By forming strategic partnerships with other afterschool initiatives, the program can reduce competition and create a more cohesive support network for students. These partnerships will not only help increase youth participation but also expand the range of activities offered, ensuring a more diverse and engaging experience. Additionally, through these collaborations, students will gain access to valuable resources and support systems that are crucial to their academic and personal success.

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

## **IV. Program Overview**

### **A. Theory of Change**

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

Our **Camino Brillante** Program builds on an established strategic partnership between the 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 partners that came together to create a pathway for students to academic success. Partners bring unique resources and expertise in new ways to provide needed support for students on a path to academic success and well-being.

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 children and families with a range of early learning, parent training, health screenings, physical exams and complementary social services. EPIC will be a key partner because they already provide a range of services to families in these schools. The COVID-19 pandemic has changed the way supports are offered in afterschool programming and this continued to impact programs 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 2024 with the Site Director to develop the 2024-2025 Logic Model. The 2024-25 program year Logic Model was created keeping in mind the changes program saw as necessary to accomplish, while also addressing the needs of program for the year. Following the meeting, RGI Evaluator emailed the coordinator a copy of the models created so all parties could review what was discussed, follow up on, and edits could be made. The template used for the models was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21<sup>st</sup> CCLC programs.

The goal is for this document to be revisited by the 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. A full 2024-25 Logic Model is 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

*School Year 2023-24 Program:* The school year program operated a program for 108 days Tuesday through Friday beginning October 26, 2023 and ending June 06, 2024. During that time, the program operated after school from 2:30 pm to 4:30 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. The site proposed a program year that Lewis & Clark MS 21<sup>st</sup> Century site met **84%** of the grant goal.

The program operations proposal for the School Year 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.

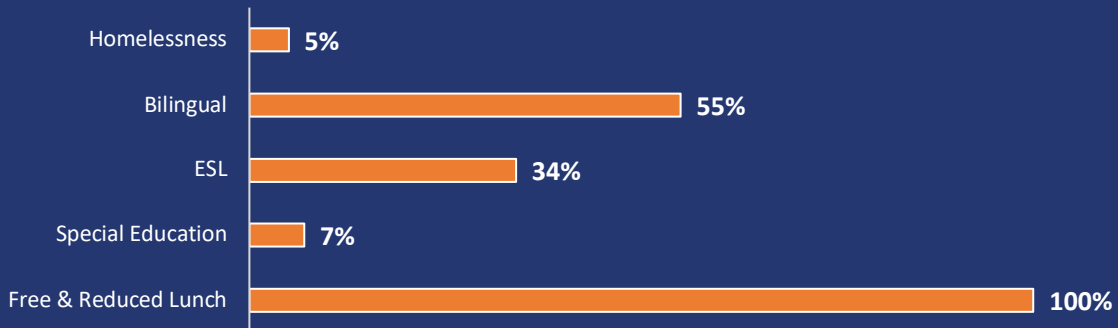
### Available Program Days

School Year



### b. Serving the Target Population

#### Population Served Demographics



#### Recruitment & Retention:

Staff worked diligently to raise awareness of the 21st Century program by creating and displaying eye-catching posters throughout the school. Additionally, they utilized Parent Square to send out informative messages, ensuring that parents were kept in the loop about the program's offerings. To further engage families, staff took a personal approach by directly inviting students to participate and informing parents in person during conferences. This combination of visual, digital, and face-to-face outreach helped strengthen communication and encouraged greater involvement in the program.

To promote consistent attendance, staff followed up with both students and families, stressing the importance of regular involvement. Additionally, staff made an effort to address the individual needs of each student, ensuring the program remained supportive and engaging. These combined efforts laid a solid foundation for the program to improve youth attendance and retention the following program 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.

*School Year Activities Offered:*

Session 1 6th - 7th Grade	Session 2 6th- 8th Grade	Session 2 6th- 8th Grade
Intersession Winter Break Activities Community Building Math SEL Literacy	Art Club Cooking Club D&D Club Dance & Music Club Graphic Design Graphic and Photo Spring Break Activities Spring Social	Math Reading and Writing Literacy Community Building SEL Homework Help

**d. Transportation**

The Lewis and Clark 21<sup>st</sup> Century Program was not able to provide transportation due to a shortage of bus drivers. As a result, students were either picked up by parents or guardians at the end of the program or made their way home on foot. This arrangement required families to coordinate pick-up schedules, while some participants navigated their journey independently.

**e. Program Quality Assessment**

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

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



## VI. Outcome Evaluation Plan & Results

### A. Outcome Evaluation Plan

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

### B. Outcome Evaluation Results

The goal for the number of students to be 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

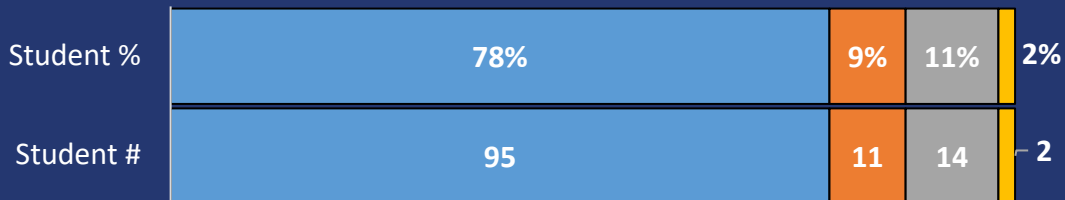
Youth Participation Levels Program-wide

Total Served: 122

Total 30+ days: 16

Goal: 80

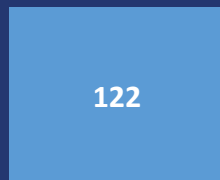
1-15 days 16-29 days 30-59 days 60-89 days 90+ days



The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities, the center turned to creative programming. As a result, participation and retention in the Lewis & Clark MS Program increased significantly. A larger number of students were able to access the program's services, though despite serving many students, the goal for regular attendees was not met. Attendance was most prevalent between 1 to 15 days. Regular attendees accounted for 13% 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 first year of the grant.

Youth Served Year 1 Attendance



2023-24

Regular Attendees Served Year 1 Attendance



2023-24

Family Members Served Program Wide (Goal\*30)

6 Family Members Served



The Lewis & Clark Program held 3 family engagement events in its first year. Below is a list of all the events that were offered to family members of the Lewis & Clark Program participants.

3 Family Events Offered	Event Name	Number of Sessions
	Dia De Los Muertos	1
	Lighted Family Event	1
	Healthy Youth Healthy Families	1

Of the 6 family members served, 3 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities annually.* From the total number of regular attendee family members, 0 (0%) 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



Over the span of 9 months, the program provided a total of 6.5 hours of family engagement, averaging roughly 32 minutes per month. Despite offering a range of activities aimed at fostering family involvement, the program fell short of meeting its goal to actively engage family members. While Cohort 19 of the 21st Century program is not required to provide a specific minimum number of family engagement hours each month, it is strongly encouraged to offer monthly family activities. This encouragement stems from the Cohort’s broader objectives, which include a target for family involvement, increasing parents or adult participants educational development, and a goal to serve a 30 family members through these initiatives.

To bring the program into full compliance with the grant proposal, RGI recommends that the program increase its family engagement offerings to one event per month. In addition to expanding the duration of engagement, it is also suggested that the program incorporate educational components into some of these monthly events. This could help elevate the educational outcomes of family members, fostering a more holistic approach to family support.

Moreover, to better assess the impact of these efforts on family members' educational levels, RGI recommends that in future grants the program collect a higher volume of surveys at the end of each event. These surveys will provide valuable data on the educational needs and progress of families, enabling the program to fine-tune its strategies and ensure greater alignment with its goals. Collecting these surveys after each event will help track both short-term improvements and long-term trends in family engagement and educational development.

### **b. Academic Achievement**

The ESD 105 21st CCLC Program has established several key measurable outcomes, including the assessment of “increases in academic achievement” in both reading and math. These outcomes were primarily measured using local data and will continue to be assessed through local evaluations for the duration of the grant cycle. Specifically, academic gains in reading and math were tracked using a variety of tools: DIBELS for K-5th grade students, LEXILE for 6th-8th grade students, and FASTtrack Math for K-8th grade students. In addition to academic progress, the grant also focused on measuring student behaviors through the RGI Survey Data, providing valuable insights into social and emotional development. Another critical component of the grant was the tracking of annual school attendance, aimed at reducing chronic absenteeism and encouraging consistent participation in both school and after-school programs.

Finally, the grant emphasized the importance of family engagement by measuring family participation and knowledge levels. A comprehensive family survey was administered at the end of the year to all participating families, providing valuable feedback that will help guide future program development and strengthen the connection between the program and the families it serves.

It is well documented that students of color and those from low-income backgrounds were disproportionately affected by the pandemic, which has resulted in a noticeable learning gap that continues to persist. The hope is that through continued engagement and tailored support, the program will provide participating youth with the resources, skills, and tools they need to succeed in the upcoming school years and beyond.

The achievement of student performance outcomes and goals is outlined in the following section. For a detailed overview of the findings, please refer to the Grant Outcomes Table.

**Grant Outcomes**  
 These outcomes were measured during the 2023- 2024 program year

<b>Student Performance Outcomes</b>	<b>Target</b>	<b>Cohort Average</b>	<b>Lewis &amp; Clark</b>
Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments annually	60%	96%	73%
Regular attending students will increase math academic achievement by moving from not proficient to proficient on State Math Assessments annually	60%	84%	62%
Regular attending students will increase Reading skills as measured by DIBELS	75%	72%	73%
Regular attending students will increase Math skills as measured by FASTtrack	75%	84%	62%
Regular attending students will demonstrate a growth mindset	80%	94%	No Data
Regular attending students will demonstrate a growth interpersonal skills	80%	91%	No Data
Regular attending students will demonstrate a growth self-regulation skills	80%	82%	No Data
Regular attending students will have a daily school-day attendance rate of 90% or greater annually	90%	83%	63%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	100%
In Year 1, staff will attend the Live Planning with Data training to review scores	100%	100%	100%
Three goals based on the SEL 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%	77%	*
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities annually	75%	15%	0%

\* Indicates too small of a response group to provide analysis  
 No Data- Indicates data was not submitted  
 Achieved outcomes are listed in orange

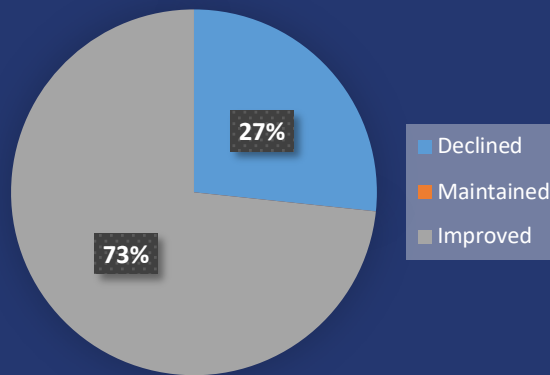
*Local Academic Data:*

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 to identify appropriate measures to assess student academic gains, the program selected to use **LEXILE**, and **FastTrack Math Assessment** data.

The Lewis & Clark MS 21<sup>st</sup> Century program submitted LEXILE Assessment scores for reading using Fall 2023 and Spring 2024 data. Of the 15 reading scores analyzed by RGI Corporation; 11(73%) youth improved their reading scores.

The following charts illustrate the academic results in reading:

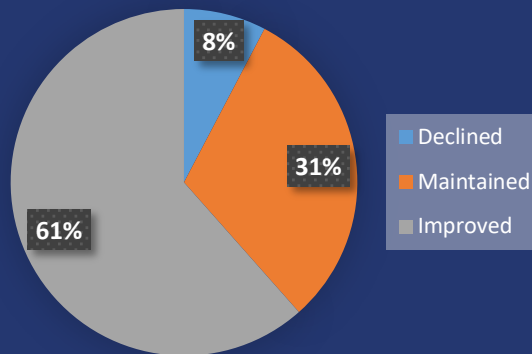
**LEXILE Assessment Scores**



The Lewis & Clark MS 21<sup>st</sup> Century program submitted Fast Track Math Assessment scores for Math using Fall 2023 and Spring 2024 data. Of the 13 Math scores analyzed by RGI Corporation: 8 (62%) youth improved Math academic achievement.

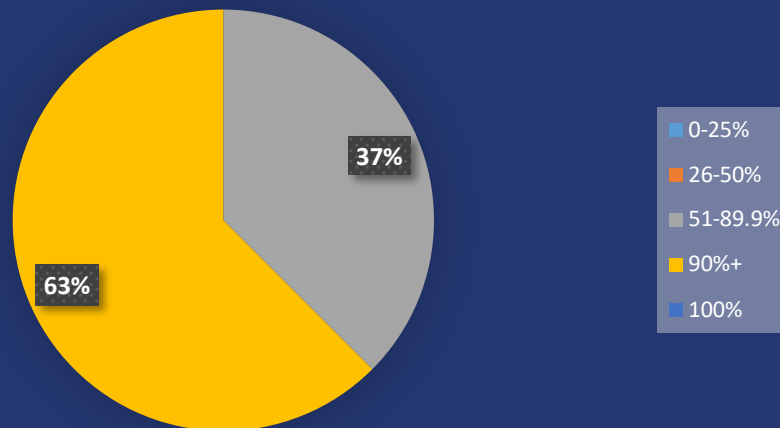
The following chart illustrates the academic results in Math:

### FastTrack Math Assessment Scores



School-day attendance annual records for 16 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees 6 had a daily school-day attendance rate of 51%- 89.9%, 10 students had 90% or greater attendance rate, and 0 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:

### 10 Students had 90% or greater School Attendance Rate



### c. Student Behaviors and Attitudes

#### *RGI Youth Feedback Survey:*

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

RGI strongly recommends implementing regular surveys to gather student feedback on the program's activities, effectiveness, and potential areas for improvement. This invaluable data serves as a compass for informed decision-making, allowing program leaders to make targeted adjustments and enhancements. By incorporating continuous feedback, the program can evolve dynamically, ensuring it remains aligned with participants' needs, interests, and learning outcomes. This iterative process fosters a culture of responsiveness and innovation, ultimately enhancing the program's impact and long-term success.

### d. Family Engagement

#### *Family Survey:*

As part of the grant, RGI developed a comprehensive family survey designed to assess both the level of services provided to participants' parents and their educational knowledge. The intent of this survey was to gather valuable insights into how effectively the program was meeting the needs of families and to identify areas for improvement. However, due to a range of unforeseen barriers during the first year of the grant, the program staff were unable to collect survey responses as planned. As a result, the family survey data will not be available for analysis or review. This limitation should be considered when evaluating the overall impact of the program on family engagement and educational outcomes.

RGI recommends that the Lewis & Clark Program develop a clear and achievable plan for administering and collecting Family Surveys during the 2024-2025 program year. By actively gathering more feedback from family members, the program will gain valuable insights into areas for improvement and better understand the specific needs of the families it serves. This information will be essential for refining the program and ensuring it continues to meet the evolving needs of participants and their families.

<b>e. Community Collaborations</b>		
<b>Donated Items Categories</b>	<b>Organizations/Individuals</b>	<b>Amount \$</b>
Activities/Events and corresponding materials	Yakima Community Coalition	<b>\$2,500.00</b>
Donated Materials	-	-
Volunteers & Staffing	-	-
Other	-	-
<b>Total Contributions for the 2023-24 year</b>		<b>\$2,500.00</b>

## VII. Appendix

### A. Program Recommendations

Improving Middle School 21st Century After-School Programming requires a strategic approach that addresses both the needs of students and the challenges of engagement and retention. Here are some key recommendations to enhance the program:

#### Strengthen Recruitment and Retention Efforts

- **Targeted Outreach:** Develop a comprehensive recruitment plan that includes outreach to parents, teachers, and community organizations. Tailor messaging to emphasize the program's benefits—such as academic support, skill-building, and social-emotional growth.
- **Incentives and Recognition:** Introduce incentives for consistent attendance, such as certificates, small rewards, or recognition events. Celebrate achievements to keep students motivated and encourage retention.

#### Broaden Student Engagement through Relevant Programming

- **Interest-Based Activities:** Create a diverse array of programming that aligns with students' interests and real-world skills. This could include coding, robotics, creative arts, sports, or college prep workshops. Ensure activities feel relevant and engaging to keep students invested.
- **Academic Enrichment with a Fun Twist:** Integrate academic support in ways that feel less like traditional schoolwork. Interactive, hands-on projects or gamified learning can make subjects like math, reading, and science more engaging.
- **Life Skills Development:** Introduce activities that develop critical life skills, such as leadership, financial literacy, time management, and teamwork. These are practical tools that can resonate with middle school students as they begin to think about their future.

#### Enhance Family Engagement

- **Regular Family Communication:** Increase communication with families through newsletters, parent-teacher meetings, or virtual check-ins. Providing updates on student progress, upcoming events, and program highlights can strengthen family support and involvement.
- **Family-Centered Activities:** Develop activities that involve family members directly, such as family nights, workshops, or collaborative service projects. This not only fosters a sense of community but also encourages family buy-in and engagement.
- **Parent Leadership Opportunities:** Offer parents opportunities to take on leadership roles within the program, such as volunteering or helping organize events. This can increase parent investment and foster a supportive network around the program.

#### Staff Training and Development

- **Professional Development:** Ensure staff are well-equipped to manage diverse student needs and engage them effectively. Offering regular training on student behavior management, culturally responsive teaching, and integrating social-emotional learning will help staff create a positive and inclusive environment.
- **Staff Retention:** Focus on building a strong, consistent team by fostering a positive work culture and offering professional growth opportunities. Staff continuity helps create a stable environment where students feel comfortable and supported.

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



## B. Resources

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

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

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

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

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

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

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

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

- [You for Youth](#)
- [Afterschool Matters](#)
- [The Wallace Foundation  
Forging Brighter Futures 2024 Bridge Conference](#)

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

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

2024-2025 Logic Model- Lewis & Clark Middle School					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>High-quality expanded learning opportunities provide students with engaging, inquiry-based experiences that help them explore new interests and discover their passions. Research shows that after-school programs can significantly boost student engagement, enhance academic performance, and help close achievement gaps. For the Lewis and Clark Middle School 21st Century Program, the focus in the upcoming year will be on recruiting and retaining incoming 6th graders. Additionally, the ESD 105 Administration will work on enhancing strategies to further increase youth engagement and participation.</p>	<p>Create partnerships with Ridgeview and Hoover 21<sup>st</sup> Century programs</p> <p>Increase 6<sup>th</sup> grade participation and retention</p> <p>Increase program attendance</p> <p>Staff improve connecting with families to increase involvement in their youths learning</p>	<p>ESD 105 Administration Team</p> <p>ESD 105 Program Manager: Kendra Korynta</p> <p>ESD 105 21<sup>st</sup> Century Program Director: Theresa Maier</p> <p>Program Staff</p> <p>Lewis &amp; Clark Administration Team: Vikki Fogelson Casceila Miller</p> <p>Lewis &amp; Clark MS: School Staff</p> <p><b>Funding</b> 21<sup>st</sup> Century Funds Supplemental</p> <p><b>Curriculum</b> PCS Edventures ESD Program Curriculum Math 4 Love</p> <p><b>Partnerships</b> Ridgeview Elementary Hoover Elementary</p> <p><b>Supplies</b> STEM Kit Spark Cards Writing Journals Activity based materials</p>	<p>The Site Coordinator will partner with Ridgeview and Hoover Elementary's 21st Century Programs to host a program day at their facilities for all 5th-grade participants. Program staff will recruit 6<sup>th</sup> -8<sup>th</sup> students via- flyers, parent square, and attend the August Open House. Their will also be a focus in recruiting 6<sup>th</sup> grade youth.</p> <p>Program will provide various clubs for all 6<sup>th</sup>-8<sup>th</sup> grade participants: Dance, Cooking, Dungeons and Dragons, Art, Graphic Design, STEM, Homework Help</p> <p>Program will offer a Media Club twice a week and through this Club participating youth will experience how to develop a podcast and use the equipment.</p> <p>Program will offer family engagement events and or activities. After each event families will respond to a survey where they can share feedback for program improvement and or supports needed.</p>	<p>All 5<sup>th</sup> grade students will learn about the 21<sup>st</sup> Century program at Lewis and Clark MS, and experience different clubs. Participating youth will enroll in 21<sup>st</sup> Century once they become 6<sup>th</sup> graders.</p> <p>All recruitment efforts will showcase 21st Century and generate interest amongst the students leading to higher enrollment numbers.</p> <p>Youth respond positively to clubs, engagement and attendance increases. Youth also experience project-based learning and working in teams. Participating youth enhance their learning skills.</p> <p>Podcasting will bridge gaps such as literacy, language skills, writing skills by creation, communication, critical thinking, collaboration.</p> <p>All participating families will learn something new during activities. All adults will have the opportunity to share their needs and program feedback.</p>	<p><b>Partnership with Elementary Programs:</b> The 21st Century Program will collaborate with the Elementary 21st Century Programs at Ridgeview and Hoover.</p> <p><b>6th Grade Attendance:</b> 50% of participating 6th graders will become regular attendees of the program.</p> <p><b>Youth Recruitment and Enrollment:</b> Staff will recruit and enroll 120 youth in the 21st Century Program.</p> <p><b>Youth Interest Clubs:</b> The program will offer Youth Interest Clubs to boost participation and retention.</p> <p><b>Family Engagement Impact:</b> All families will report having learned something new from the family engagement activities or events.</p>

