NITA M. LOWEY 21ST CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL TIME | COHORT 16

ESD 105| SUMMATIVE & EXECUTIVE SUMMARY EVALUATION REPORT | SUMMER 2023 – SPRING 2024

Yakima School District
Produced by RGI Corporation

Introduction: The Educational Service District 105 (ESD 105), located in Yakima, has completed its fifth year of this 21st Century Community Learning Centers (21st CCLC) grant program. The 21st CCLC Roadmap to Success (Roadmap) program is a partnership between ESD 105, Enterprise for Progress in the Community (EPIC), Yakima School District and community partners. The 21st CCLC Program offers after-school programs and parent educational opportunities The program proposed to serve a total of 320 students for 30 days or more and 1 20 parents across the three sites. This five-year 21st CCLC grant program is funded by the Office of Superintendent of Public Instruction (OSPI). The project is being evaluated by RGI Corporation, an independent local educational evaluation corporation.

A. HIGHLIGHTS & ACHIEVEMENTS

883 Youth served

292 Regular attending youth

3 Program sites

198 Days of after school program

29 Days of summer program

4.00 Average SEL PQA Safe Space Score

93% of Youth Improved Reading Achievement

247% Family member goal met
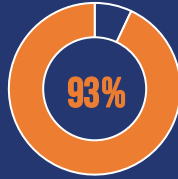
35% Adults attended 2 or more family events

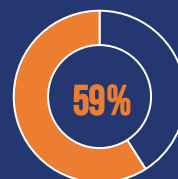**$251,620** Community In-Kind Contributions

DEMOGRAPHICS

YOUTH: 883 TOTAL STUDENTS IN GRADES K-8

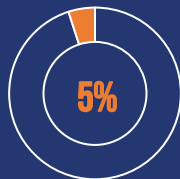**100%** Free & Reduced Lunch

93% Minority

59% Bilingual

49% Male

5% Special Ed.

24% ELL
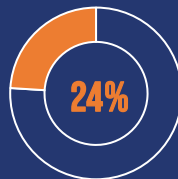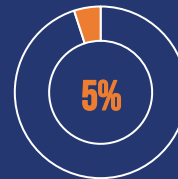
5% Homelessness

51% Female

FAMILY MEMBERS

21 Total activities

41.5 Total hours of family engagement

296 Adults served

B. OVERVIEW OF CENTERS

Barge Lincoln Elementary– Yakima, WA
Grades K-5

Summer Program (Hybrid Program)
- Operated June 26, 2023 – August 04, 2023 for 29 program days
- Served 51 students operating 8:30 AM to 12:30 PM Monday – Friday
- Special Focus: DaVinci, Kinder Pirates, Rockin Robots

100% Low-income

83% Minority

After School Program (In- Person)
- Operated September 28, 2023 – June 06, 2024 for 122 program days
- Served 166 students operating 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM

16% ELL

Martin Luther King Jr. Elementary – Yakima, WA
Grades K-5

Summer Program (Hybrid Program)
- Operated June 26, 2023– July 26, 2023 for 29 program days
- Served 53 students operating 8:30 AM to 12:30 PM Monday – Friday
- Special Focus: DaVinci, Kinder Pirates, Rockin Robots

100% Low-income

95% Minority

After School Program (In-Person)
- Operated September 28, 2023 – June 06, 2024 for 122 program days
- Served 153 students operating 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM

21% ELL

Washington Middle School– Yakima, WA
Grades 6-8

Summer Program (In- Person)
- Operated June 20, 2023 – July 29, 2023 for 21 program days
- Served 132 students operating 8:00 AM to 12:00 PM Monday – Friday
- Special Focus: English Language Learning, Math, STEAM, History

100% Low-income

96% Minority
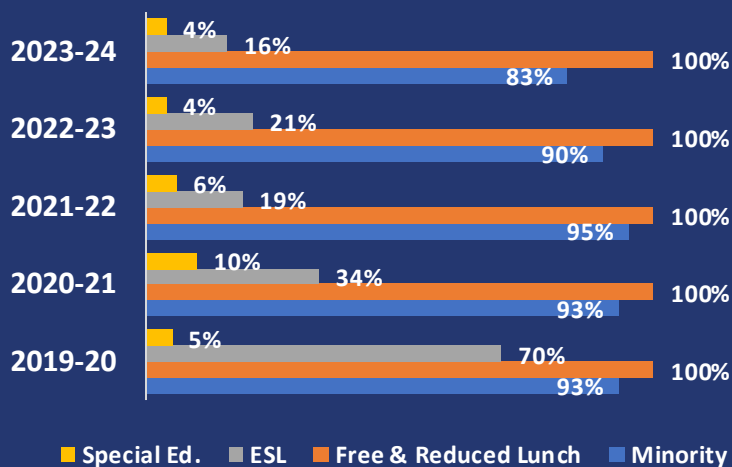
After School Program (In- Person)
- Operated September 05, 2023 – June 14, 2024 for 177 program days
- Served 515 students operating 2:30 PM to 4:00 PM Monday – Friday
- Special Focus included: Band, Cooking, Academic Support, Language Support, Art, Garden Club, STEAM, Ski Club, Woodshop, Leadership, Lego Club
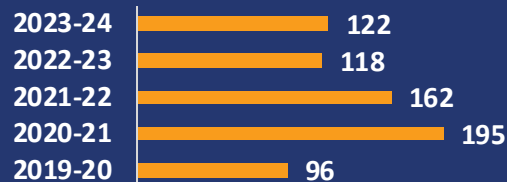
27% ELL

B. OVERVIEW OF CENTERS

Barge Lincoln Elementary– Yakima, WA
Grades K-5

Demographics

Year	Special Ed.	ESL	Free & Reduced Lunch	Minority
2023-24	4%	16%	100%	83%
2022-23	4%	21%	100%	90%
2021-22	6%	19%	100%	95%
2020-21	10%	34%	100%	93%
2019-20	5%	70%	100%	93%

Legend: Special Ed. | ESL | Free & Reduced Lunch | Minority

Days of Programming

Year	Days
2023-24	122
2022-23	118
2021-22	162
2020-21	195
2019-20	96

In-Kind Contributions

Year 1	Year 2	Year 3	Year 4	Year 5	Total
$10,925	$22,600	$11,067	$18,500	$10,250	$73,342

Martin Luther King Jr. Elementary – Yakima, WA
Grades K-5

Demographics

Year	Special Ed.	ESL	Free & Reduced Lunch	Minority
2023-24	3%	21%	100%	95%
2022-23	3%	3%	100%	93%
2021-22	7%	0%	100%	97%
2020-21	12%	6%	100%	93%
2019-20	3%	17%	100%	91%

Legend: Special Ed. | ESL | Free & Reduced Lunch | Minority

Days of Programming

Year	Days
2023-24	122
2022-23	116
2021-22	162
2020-21	178
2019-20	107

In-Kind Contributions

Year 1	Year 2	Year 3	Year 4	Year 5	Total
$745	$22,600	$11,066	$9,000	$6,250	$49,661

Washington Middle School– Yakima, WA
Grades 6-8

Demographics

Year	Special Ed.	ESL	Free & Reduced Lunch	Minority
2023-24	6%	27%	100%	96%
2022-23	4%	12%	100%	95%
2021-22	11%	30%	100%	96%
2020-21	14%	34%	100%	92%
2019-20	8%	30%	100%	95%

Legend: Special Ed. | ESL | Free & Reduced Lunch | Minority

Days of Programming

Year	Days
2023-24	177
2022-23	167
2021-22	212
2020-21	171
2019-20	114

In-Kind Contributions

Year 1	Year 2	Year 3	Year 4	Year 5	Total
$18,950	$22,600	$56,066	$14,500	$16,500	$128,616
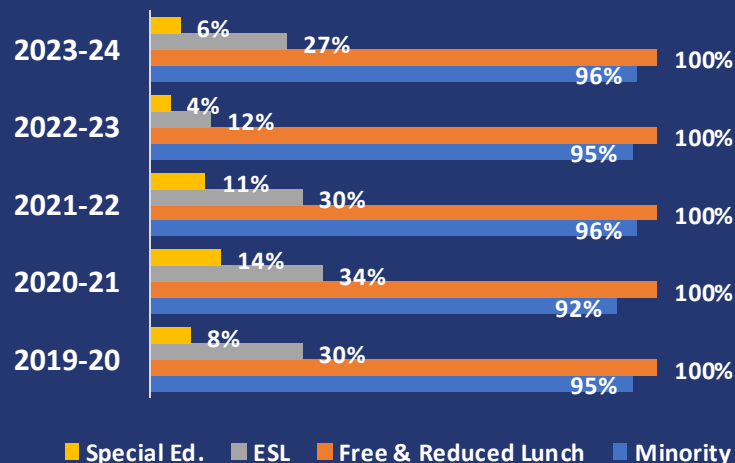
C. IMPLEMENTATION

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

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

Attendance – All Centers 2023-24
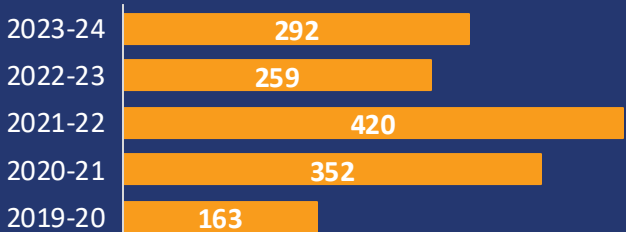
Youth Participation Levels Grant Wide

Days	1-15	16-29	30-59	60-89	90+	Total Served 883
Student #	401	190	245	39	8	
Student %	45%	22%	28%	4%	1%	Total 30+ days 292

The coronavirus impacted how afterschool centers operated. All centers turned to Hybrid programming in order to offer academic enrichment services. Hybrid programming opened new opportunities for centers to serve more youth and families all while being flexible with program operations. As a result, participation and retention is still slowly increasing. The goal of serving 320 students for 30 or more days across all centers was not met. Research has found that attending 30 days or more of programming positively impacts learning.
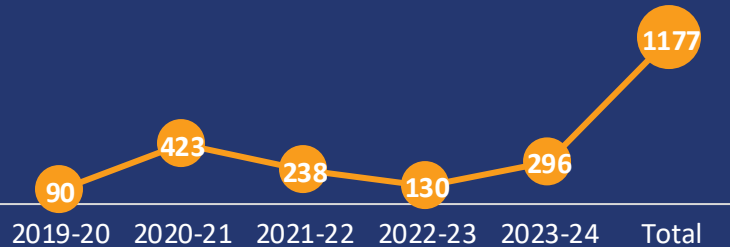
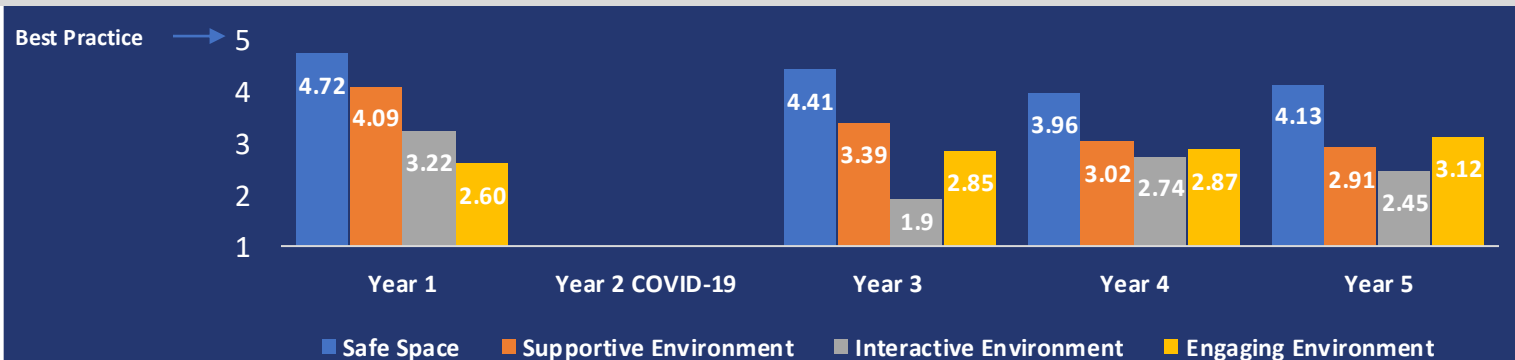## Family Members Served Grant Wide (Goal: 120 members)

Served 296 Family Members

Regular Attendees 5-Year Attendance

Year	Attendees
2023-24	292
2022-23	259
2021-22	420
2020-21	352
2019-20	163

Family Members 5-Year Attendance

Year	Members
2019-20	90
2020-21	423
2021-22	238
2022-23	130
2023-24	296
Total	1177

External Youth Program Quality Assessment 5-Year Data

Best Practice → 5

	Year 1	Year 2 COVID-19	Year 3	Year 4	Year 5
Safe Space	4.72		4.41	3.96	4.13
Supportive Environment	4.09		3.39	3.02	2.91
Interactive Environment	3.22		1.9	2.74	2.45
Engaging Environment	2.60		2.85	2.87	3.12

■ Safe Space ■ Supportive Environment ■ Interactive Environment ■ Engaging Environment

D. STATE AND LOCAL OUTCOMES

Coronavirus Impacts State and Local Testing: The pandemic had a significant impact on the state testing timeline, which prevented the program from using state data to measure proficiency gains in reading and math during school closures. As part of the ESD 105 21st CCLC Program, we focused on several measurable outcomes aimed at assessing "increases in academic achievement" in these areas. These outcomes have been evaluated using local data, a strategy that was continued for the remainder of the grant cycle. Initially, the grant included the use of MAP Assessments to gauge local academic gains. However, since MAP Assessments are no longer employed in the District, we have shifted to using local assessments. The grant also aimed to measure student behaviors through the Youth Skills and Belief Survey. Due to the cancellation of the 2020 survey and adjustments made in Spring 2021 and Spring 2022, we replaced it with a new student feedback survey. Additionally, the grant included measuring family participation and knowledge levels through surveys administered to all participating families at the end of each program year.

We understand that students of color and those from low-income backgrounds have been disproportionately affected by the pandemic, resulting in a persistent learning gap. Our hope is that this program will provide participating youth with the necessary tools to thrive in the upcoming school years.

Grant Outcomes 5-Year Data
These outcomes were measured during the five years of the grant

Student Performance Outcomes	Target	Year – 1	Year – 2	Year – 3	Year – 4	Year – 5
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	20%	78%	93%	93%	93%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	26%	26%	36%	73%	68%
Regular attending students will increase Reading skills as measured by MAP Assessment	75%	20%	78%	75%	47%	52%
Regular attending students will increase Math skills as measured by MAP Assessment	75%	26%	26%	36%	73%	68%
Regular attending students will demonstrate a growth mindset	80%	*	*	98%	94%	90%
Regular attending students will demonstrate a growth interpersonal skills	80%	*	*	97%	85%	77%
Regular attending students will demonstrate a growth self-regulation skills	80%	*	*	96%	89%	84%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	*	71%	64%	79%	72%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	Not Required	100%	100%	100%
Site Coordinators will participate in the Advanced Planning with Data Webinar	100%	100%	No Webinar	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	100%	Not Required	100%	100%	100%
Parents that participate in educational classes will increase their level of learning annually	80%	*	70%	88%	83%	*
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational/workshops annually	75%	87%	39%	29%	11%	8%

* Indicates too small of a response group to provide analysis
Achieved outcomes are listed in orange

SUGGESTED IMPROVEMENTS

Recommendations and resources are available in each site report.

21ST CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL: COHORT 16

ESD| FACT SHEET | 2023-2024

Yakima School District

*Produced by RGI Corporation

GRANTEE PARTNERS

- Educational Service District 105
- Yakima School District

MAP

OPERATED 3 AFTER SCHOOL CENTERS IN YEAR FIVE

Barge Lincoln Elementary

174 served

Summer: 8:30 AM – 12:30 PM
After School: 3:15 PM– 5:15 PM

Martin Luther King Elementary

161 served

Summer: 8:30 AM – 12:30 PM
After School: 3:15 PM – 5:15 PM

Washington Middle School

548 served

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

STUDENT DEMOGRAPHICS
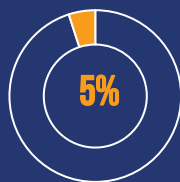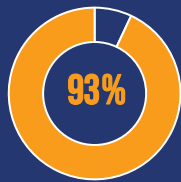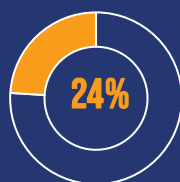
- **100%** Low-income
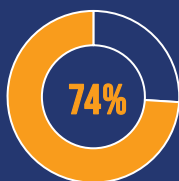- **5%** Special Ed.
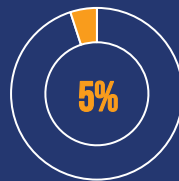- **93%** Minority
- **24%** ELL
- **74%** Hispanic
- **5%** Homelessness

ACTIVITIES

- ELL Support
- Art & Music
- Math
- Gardening
- Physical Fitness
- Community Service
- STEM
- Literacy
- Leadership
- Cooking
- Cultural Programs
- Academic Support

FINDINGS

883 Youth Served

Served Youth in Grades **K-8**

33% Regular Attending Program Youth

Met **91%** of Regular Attendee Goal

III.   Barge Lincoln Elementary School

A. Summary

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

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

a. Strengths & Successes

During an end-of-year site interview, Barge Lincoln Site Coordinator Rosa Bautista highlighted several key program successes. One of the most notable achievements was the Kinder-1st grade session, which featured three classes—two of which were taught in a Dual Spanish/English format. This bilingual approach ensured that all students could fully engage with and understand the activities, regardless of their language background. As a result, students not only showed significant improvement in their academic knowledge but also developed important skills in active participation. Additionally, attendance for both the kindergarten and first-grade classes was outstanding, reflecting the strong commitment and enthusiasm of the students.

Coordinator Bautista also emphasized a key strength of the staff: their commitment to providing all youth with 15 minutes of Social Emotional Learning (SEL) activities at the start of each program day. This daily practice gives students a dedicated time to decompress, engage in mindfulness exercises, and cultivate kindness, all while developing essential self-management skills. As a result, the program has successfully integrated SEL practices that align with those of the school day, creating a seamless connection between the two environments. This alignment not only reinforces the importance of emotional well-being but also helps students develop a consistent and supportive framework for managing their emotions and behaviors.

Lastly, the program has seen notable success in fostering family engagement through a variety of activities. While family participation has decreased in the final year of the grant, a broader look at adult involvement throughout the life of the grant reveals a positive trend, with families consistently responding well and attending events. Even in this last year of programming, families continued to stay engaged, demonstrating ongoing support and commitment to their children's learning and development. This sustained involvement highlights the program's ability to build lasting connections with families and maintain their active participation over time.

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 Bautista also shared that this year, the program faced challenges in retaining regular attendees in the 4th and 5th grades. Competition from other extracurricular activities, such as soccer, led to a decline in attendance as students balanced multiple commitments. As a result, participation in other sessions also began to decrease. To address this issue, staff implemented a creative solution by offering incentives through a "Bobcat Bucks" system.

Students could earn Bobcat Bucks to redeem for prizes, which helped to re-engage youth and motivate them to attend regularly. This strategy proved effective in boosting participation and maintaining student interest throughout the program.

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c.   Recommendations and Next Steps
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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.

Another key recommendation is for the Site Coordinator to revisit and refine the data collection and editing process. Proactively updating the database throughout the year can prevent the backlog of missing data and reduce the need for extensive edits at year-end. Regular updates will also allow staff to spot trends and patterns earlier, enabling them to make timely adjustments to programming and better meet the needs of youth.

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

Finally, to ensure youth are accessing all available benefits, program staff are encouraged to form partnerships with existing or incoming school programs. By collaborating with other afterschool initiatives, the program can minimize competition and increase overall participation. These partnerships can also broaden the range of activities offered, connect youth to additional resources, and provide the support needed for their success.

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

IV.   Program Overview

A. Theory of Change

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

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

B. Logic Model

With the newly implemented Evaluation Guidelines, Logic Models are now required to be created annually and for each individual center. A meeting was held in July 2023 with the Site Director to develop the 2023-2024 Logic Model. The 2023-24 program year Logic Model was created keeping in mind the changes program saw as necessary to accomplish, while also addressing the needs of program for the year. Following the meeting, RGI Evaluator emailed the coordinator a copy of the models created so all parties could review what was discussed, follow up on, and edits could be made. The template used for the models was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21st CCLC programs.

The goal is for this document to be revisited by the Barge Lincoln site team throughout the year to reflect on progress and plans towards goals and outcomes. While the planning team was small this year, it is recommended that the entire staff team joins in creating the next Logic Model. A full 2023-24 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:
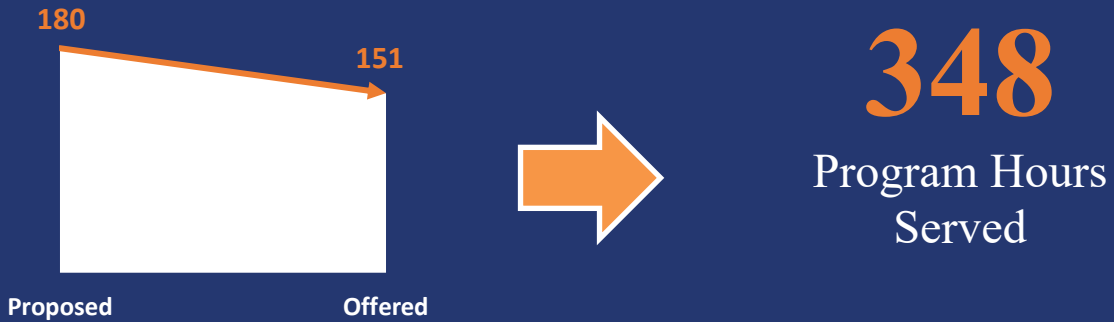
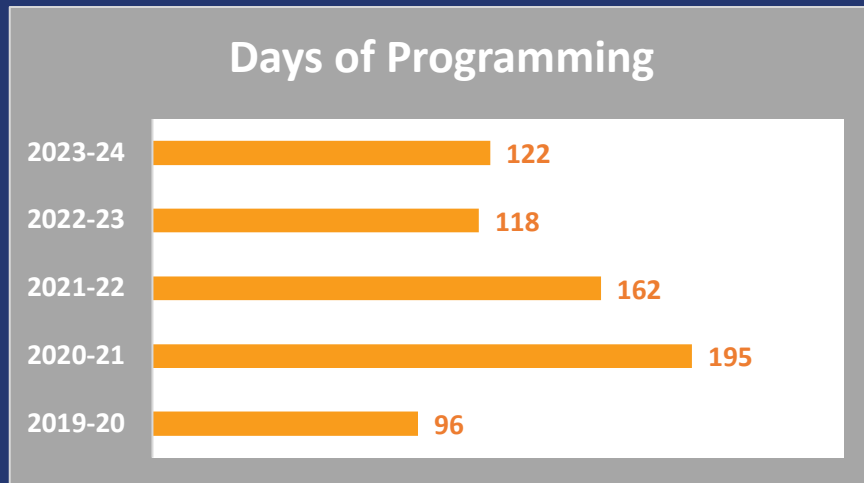| a. Operations |
|---|
| *Summer 2023 Program:* The program year began with a summer session on June 26, running for 29 days until August 04, 2023. Summer program operated Monday through Friday from 8:30 AM to 12:30 PM for a total of 20 hours each week. In the grant application, a four-week summer program, was proposed. This resulted in a goal of hosting 20 days of summer program, which was met and exceeded.

 School Year 2023-24 Program: The school year program operated for 122 days Tuesday through Friday beginning September 28, 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 five days per week for 32 weeks during the school year, totaling 160 days of program. Barge Lincoln proposed a program year that operated for a total of 160 days and did not meet the target goal. The Barge Lincoln 21st Century site met **76%** of the grant goal.

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

Available Program Days
Summer & School Year

180

151

Proposed

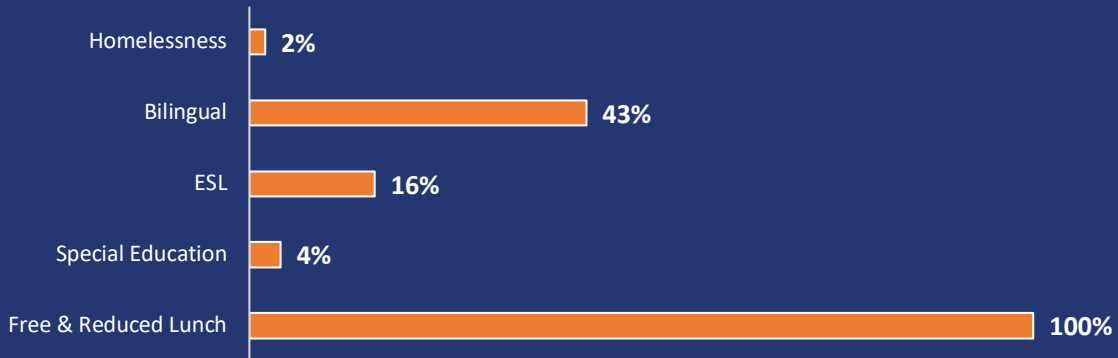**Offered**

348
Program Hours
Served

Throughout the grant period, the number of program days fluctuated due to a series of unforeseen challenges. In the first year, the program's start date was delayed because of a staff shortage, which impacted the schedule. In year two, the world was suddenly affected by the outbreak of COVID-19, which brought daily life to a standstill and led to nationwide school shutdowns. This disruption had a significant impact on years two, three, and four of the grant. In response, staff quickly adapted by developing a distance learning program, allowing the program to continue even when schools were closed. By years four and five, the program had adjusted to a "new normal," with in-person programming resuming as conditions allowed. The following chart illustrates the number of program days offered throughout the life of the grant.

Days of Programming

Year	Days
2023-24	122
2022-23	118
2021-22	162
2020-21	195
2019-20	96

b. Serving the Target Population

Population Served Demographics

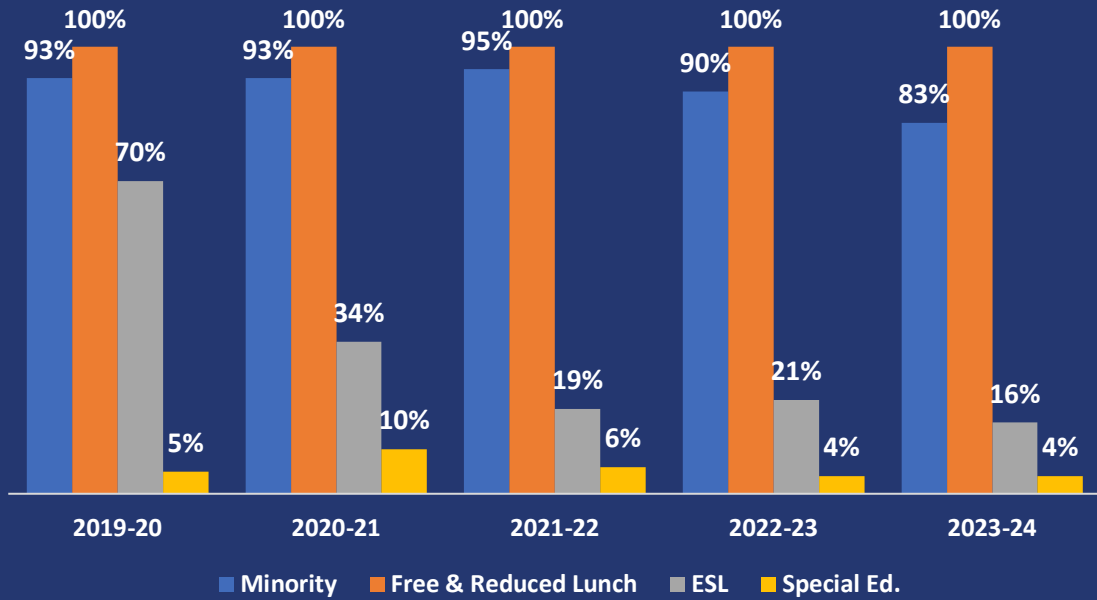| Category	Percentage
Homelessness	2%
Bilingual	43%
ESL	16%
Special Education	4%
Free & Reduced Lunch	100%

Recruitment & Retention:

To promote Summer School, staff send personalized registration postcards to families of students who attended the 21st Century program the previous year. Flyers are also distributed and shared via Parent Square to reach a broader audience. During the school year, flyers and registration forms are given to teachers to share with students, and information is sent to parents via Parent Square. Word-of-mouth from current students further helps recruit new participants, ensuring strong enrollment year-round.

In addition to recruiting youth, the program placed a strong emphasis on retention, working diligently to keep students engaged throughout the year. By providing a variety of meaningful activities and maintaining consistent communication, the program successfully fostered a sense of involvement and commitment among participants. As a result of these efforts, the program achieved a steady group of regular attendees, ensuring sustained participation through to the end of the year.

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

5 Year Overview Population Served Demographics

Year	Minority	Free & Reduced Lunch	ESL	Special Ed.
2019-20	93%	100%	70%	5%
2020-21	93%	100%	34%	10%
2021-22	95%	100%	19%	6%
2022-23	90%	100%	21%	4%
2023-24	83%	100%	16%	4%

■ Minority   ■ Free & Reduced Lunch   ■ ESL   ■ Special Ed.

c. Activities

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

Summer Activities Offered:

Summer Program Themes
DavinCi Camp- Activities included SEL, Math, Reading, Writing, and Create Time Kinder Pirates- Activities included SEL, Math, Reading, Writing, and Create Time. Rockin Robots- Activities included SEL, STEM, Reading, and Create Time. Academic Support

School Year Activities Offered:

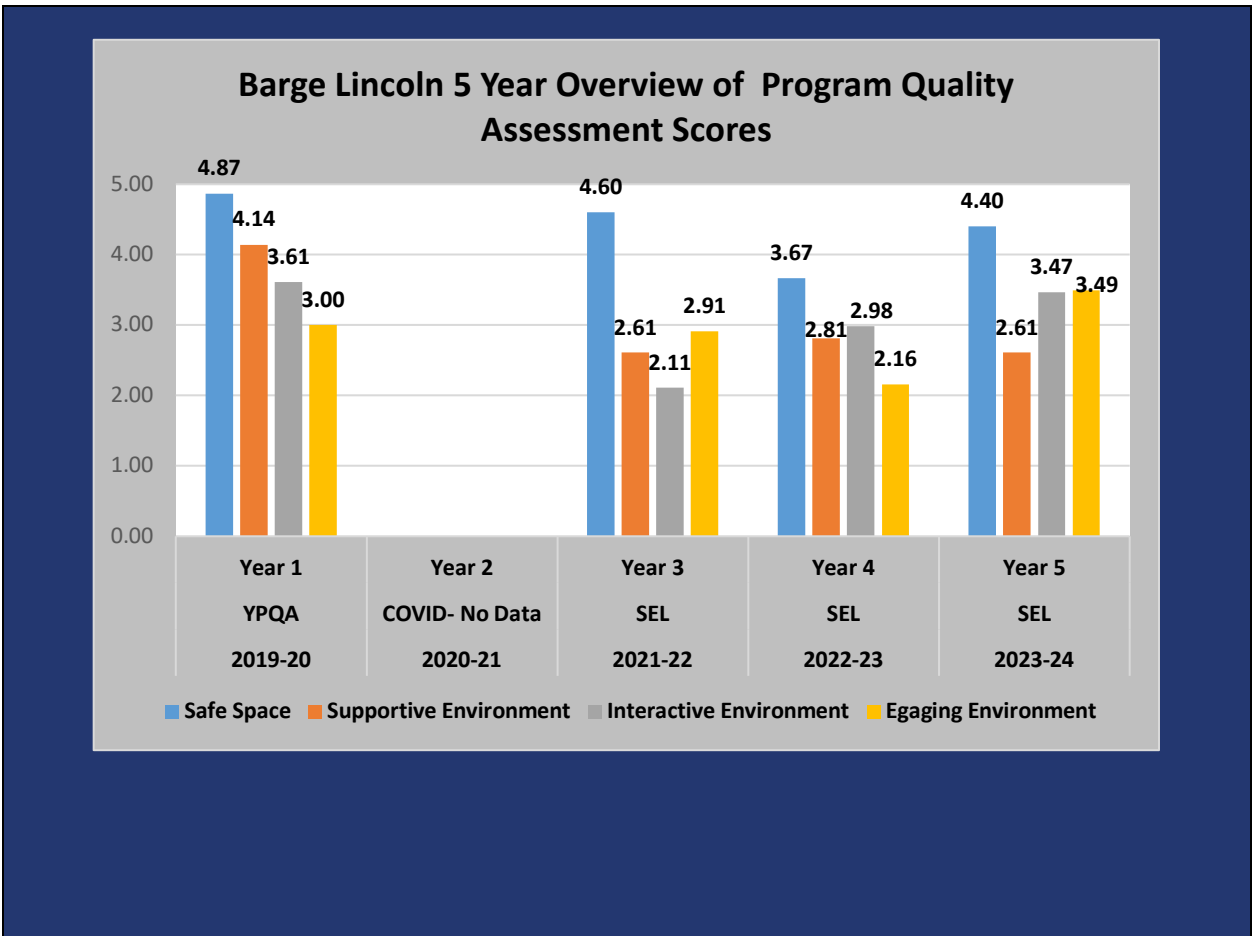| 4th & 5th Grade	2nd & 3rd Grade	Kinder and 1st Grade

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
  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
	  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
		  Time to Share
		Homework Help

d. Transportation

While transportation is not provided, the majority of students are within walking distance of the program, making it easy for them to attend. For those who need additional support, many parents are able to pick up their children, ensuring that transportation is not a barrier to participation.

e. Program Quality Assessment

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

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

Barge Lincoln 5 Year Overview of Program Quality Assessment Scores

	Year 1	Year 2	Year 3	Year 4	Year 5
	YPQA	COVID- No Data	SEL	SEL	SEL
	2019-20	2020-21	2021-22	2022-23	2023-24

Year 1: Safe Space 4.87, Supportive Environment 4.14, Interactive Environment 3.61, Egaging Environment 3.00

Year 3: Safe Space 4.60, Supportive Environment 2.61, Interactive Environment 2.11, Egaging Environment 2.91

Year 4: Safe Space 3.67, Supportive Environment 2.81, Interactive Environment 2.98, Egaging Environment 2.16

Year 5: Safe Space 4.40, Supportive Environment 2.61, Interactive Environment 3.47, Egaging Environment 3.49

Legend: ■ Safe Space ■ Supportive Environment ■ Interactive Environment ■ Egaging Environment

VI. Outcome Evaluation Plan & Results

A. Outcome Evaluation Plan

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

B. Outcome Evaluation Results

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

a. **Attendance**

Youth Participation Levels Program-wide

Total Served: **174**   *Total 30+ days:* **79**   *Goal:* **120**

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

Student %	23%	32%	37%	9%
Student #	40	55	64	15

The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities and achieve the target program days proposed program offer some hybrid opportunities. Despite the effort to recruit and retain youth, the Barge Lincoln Program, participation and retention was not met. A larger number of students were able to access program services. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 45% 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.

Over the course of 5 years the Barge Lincoln program provided services and support to many youth. Below is a summary of the number of youth served through the life of the grant.

Youth Served 5 Year Attendance

311, 223, 183, 174, 112

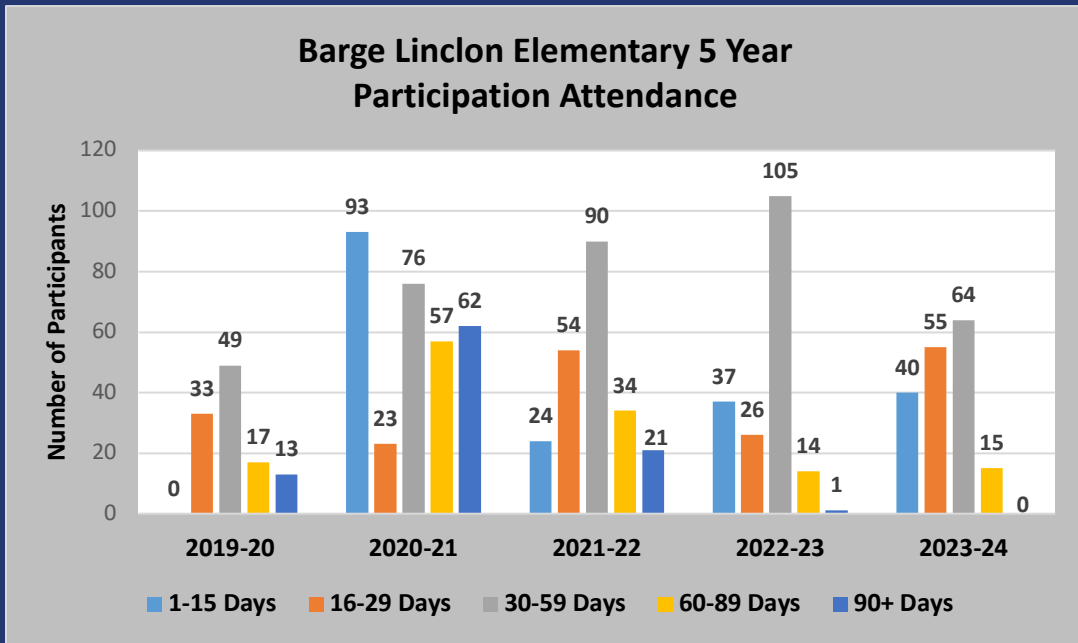2019-20 2020-21 2021-22 2022-23 2023-24

Regular Attendees Served 5 Year Attendance

195, 145, 120, 79, 79
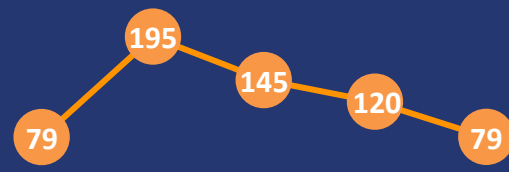
2019-20 2020-21 2021-22 2022-23 2023-24

1003 Total Youth Served Overall

618 Total Regular Attendees Served

Barge Linclon Elementary 5 Year Participation Attendance

Number of Participants

Year	1-15 Days	16-29 Days	30-59 Days	60-89 Days	90+ Days
2019-20	0	33	49	17	13
2020-21	93	23	76	57	62
2021-22	24	54	90	34	21
2022-23	37	26	105	14	1
2023-24	40	55	64	15	0

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

Family Members Served Program Wide (Goal*50)

Served 44 Family Members

The following graph displays the total family members served over the last 5 years of the grant.

Barge Lincoln
5 Year Total Family Members Served

2019-20	2020-21	2021-22	2022-23	2023-24	Total
50	189	109	92	44	484
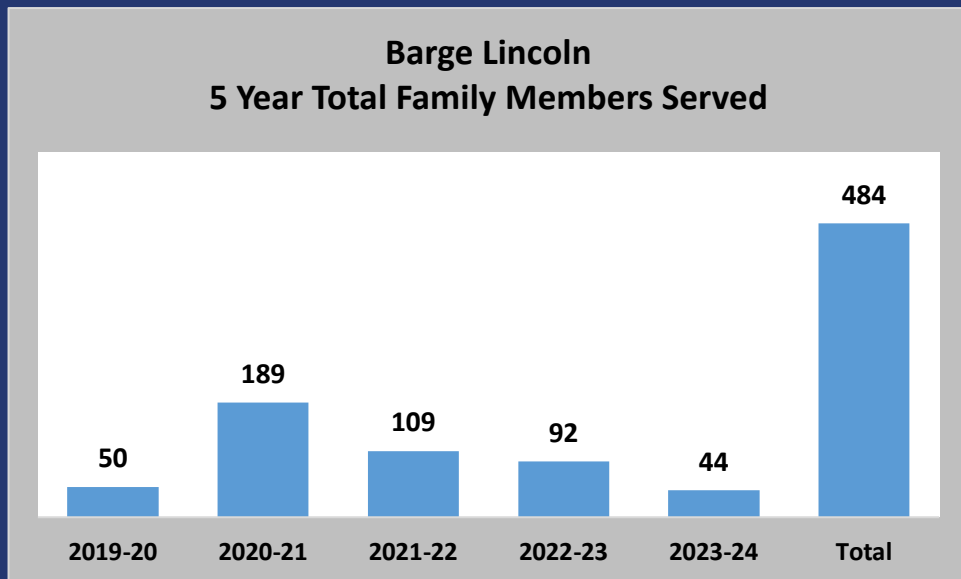
The Barge Lincoln Program held 7 family engagement events in its final year of the grant. Below is a list of all the events that were offered to family members of the Barge Lincoln Program participants.

	Event Name	Number of Sessions
7 Family Events Offered	Pippins Game	1
	Open House	1
	Snow Event	1
	Fall Festival	1
	Literacy Event	1
	Make & Take Event	1
	Healthy Youth Healthy Families Event	1

Of the 44 family members served, 27 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities/ workshops*. From the total number of regular attendee family members, three (11%) attended four or more educational events. Although Family programming was provided consistently, keeping family interest was difficult. The graph below shows the participation of family members of regular attendees.

Regular Attending Family Members Attendance

1 Event	2 Events	3 Events	4 Events	5 Events
10	11	3	1	2
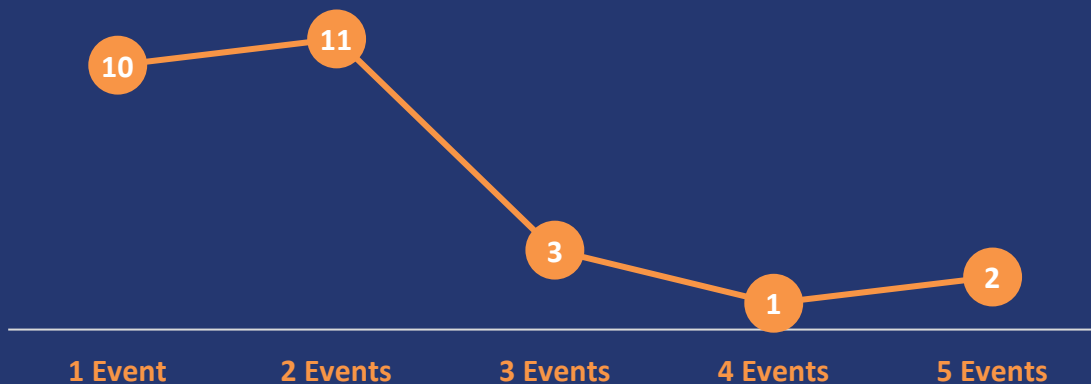
The program provided a total of 14 hours and 30 minutes of family engagement over the course of 12 months, averaging approximately 1 hour and 12 minutes per month. While this approach nearly meets the required family engagement threshold, it falls short of the expectations outlined in the Cohort 16 Request for Proposal (RFP), which mandates 2 hours of family engagement per month for 21st Century programs.

To bring the program into full compliance with RFP requirements, RGI recommends that the program increase its family engagement offerings to one event per month, each lasting 2 hours. 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 pandemic had a significant impact on the state testing timeline, which prevented the program from using state data to measure proficiency gains in reading and math during school closures. As part of the ESD 105 21st CCLC Program, we focused on several measurable outcomes aimed at assessing "increases in academic achievement" in these areas. These outcomes have been evaluated using local data, a strategy that was continued for the remainder of the grant cycle. Initially, the grant included the use of MAP Assessments to gauge local academic gains. However, since MAP Assessments are no longer employed in the District, we have shifted to using local assessments. The grant also aimed to measure student behaviors through the Youth Skills and Belief Survey. Due to the cancellation of the 2020 survey and adjustments made in Spring 2021 and Spring 2022, we replaced it with a new student feedback survey. Additionally, the grant included measuring family participation and knowledge levels through surveys administered to all participating families at the end of each program year.

We understand that students of color and those from low-income backgrounds have been disproportionately affected by the pandemic, resulting in a persistent learning gap. Our hope is that this program will provide participating youth with the necessary tools to thrive in the upcoming school years.

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

Grant Outcomes These outcomes were measured during the 2023- 2024 program year						
Student Performance Outcomes	**Target**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	12%	81%	100%	100%	100%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	18%	No Data	No Data	91%	80%
Regular attending students will increase Reading skills as measured by MAP Assessment	75%	12%	15%	62%	52%	41%
Regular attending students will increase Math skills as measured by MAP Assessment	75%	18%	No Data	No Data	91%	80%
Regular attending students will demonstrate a growth mindset	80%	*	*	93%	96%	93%
Regular attending students will demonstrate a growth interpersonal skills	80%	*	*	94%	85%	82%
Regular attending students will demonstrate a growth self-regulation skills	80%	*	*	93%	96%	87%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	*	67%	66%	75%	83%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	Not Required	100%	100%	100%
Site Coordinators will participate in the Advanced Planning with Data Webinar	100%	100%	No Webinar	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	100%	Not Required	100%	100%	100%
Parents that participate in educational classes will increase their level of learning annually	80%	*	75%	88%	80%	*
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational/workshops annually	75%	4%	44%	44%	12%	11%

* Indicates too small of a response group to provide analysis
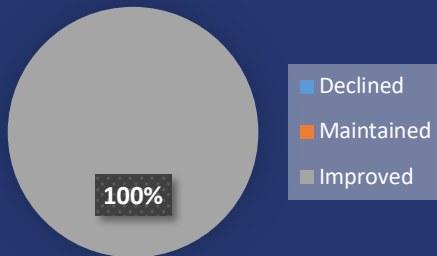*Achieved outcomes are listed in orange*

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 Barge Lincoln 21st Century program submitted Dibels Assessment scores for reading using Fall 2023 and Spring 2024 data. Of the 71 reading scores analyzed by RGI Corporation: 71 (100%) youth improved reading scores. Of the 20 Amplify Lectura Assessment scores analyzed: 20 (100%) youth demonstrated improvement. To gain deeper insights into youth reading improvement, we reviewed the DIBELS composite scores.

The following charts illustrate the academic results in Reading:

Dibel Assessment Scores

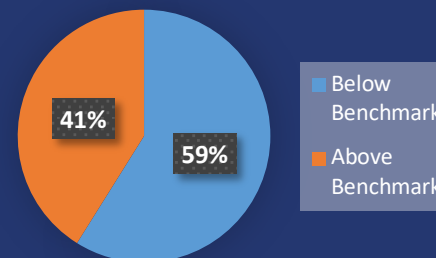Legend: Declined, Maintained, Improved
100%

Amplify Lecutura Scores

Legend: Declined, Maintained, Improved
100%

Beginning of the Year- Dibels Composite Scores

45% / 55%

Legend: Below Benchmark, Above Benchmark
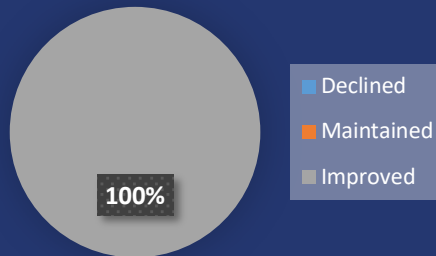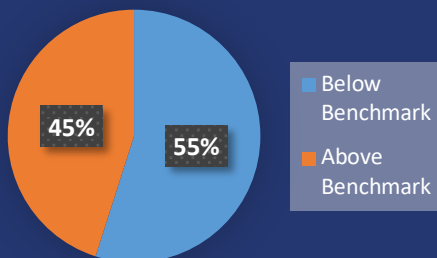
Number of Youth: 71
Goal: 306
Score Range: 238 to 385
Average: 307.5

End of Year- Dibels Composite Scores

41% / 59%

Legend: Below Benchmark, Above Benchmark

Number of Youth: 73
Goal: 420
Score Range: 343 to 503
Average: 413

The Barge Lincoln 21st Century program submitted Fast Track Math Assessment scores for Math using Fall 2023 and Spring 2024 data. Of the 59 Math scores analyzed by RGI Corporation: 47 (80%) youth improved Math academic achievement.
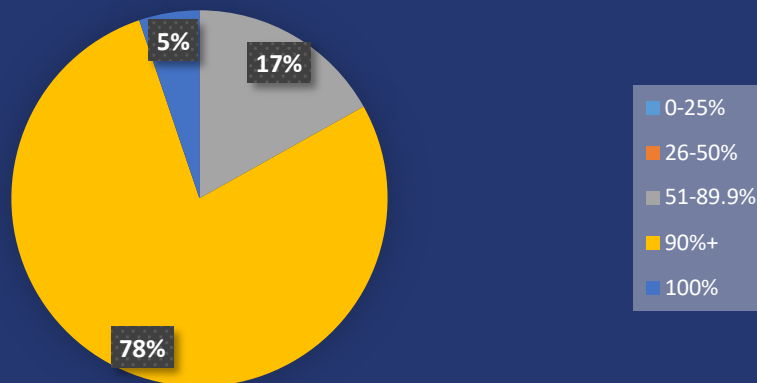
The following chart illustrates the academic results in Math:

FastTrack Math Assessment Scores

- 12%
- 8%
- 80%

Legend:
- Declined
- Maintained
- Improved
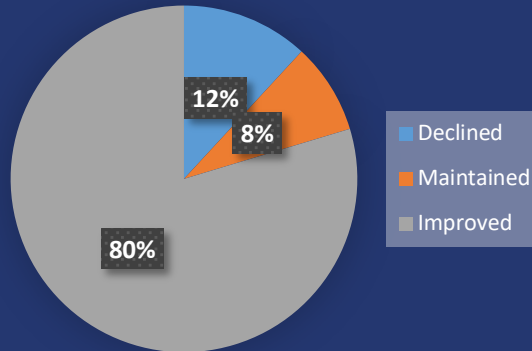
School-day attendance records for 77 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees, 0 had 26%-50% daily attendance rate, 13 had a daily school-day attendance rate of 51%- 89.9% and 60 students had 90% or greater attendance rate, and 4 students had a 100% daily attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day.

64 Youth Achieved 90% or more School Day Attendnace Rate

- 5%
- 17%
- 78%

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

c. Student Behaviors and Attitudes

RGI Youth Feedback Survey:

A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to *"demonstrate a growth mindset, interpersonal, and self-regulation skills"*. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and Belief Survey. The purpose of the youth feedback survey is to assess positive student behavior on three scales: growth mindset, interpersonal skills, and self-regulation skills. Youth can respond Yes or No for each statement. The total responses with Yes for each statement were then calculated to determine the total percentage for each behavior scale. Over the course of the program year, 103 program attendees completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
Growth Mindset	*This program helped me try new things...*	95%
Interpersonal Skills	*I learned to work in a team*	92%
Self-Regulation Skills	*The program helped me learn about my feelings.*	82%

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 final 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.

For future grants, it is essential to implement a more robust and flexible strategy for collecting family feedback to ensure accurate, actionable data. Here are several recommendations to improve the process and mitigate potential barriers:

1) **Early Integration of Feedback**
   Recommendation: Start collecting family feedback early and prioritize it throughout the program.
   Benefit: Enables continuous tracking and timely adjustments based on family needs.
2) **Multiple Feedback Channels**
   Recommendation: Offer surveys via paper, online platforms, or phone/in-person interviews.
   Benefit: Increases participation, especially from families with limited technology access.

3) Track Responses & Follow-Up
Recommendation: Implement a system to track and follow up with non-responding families.
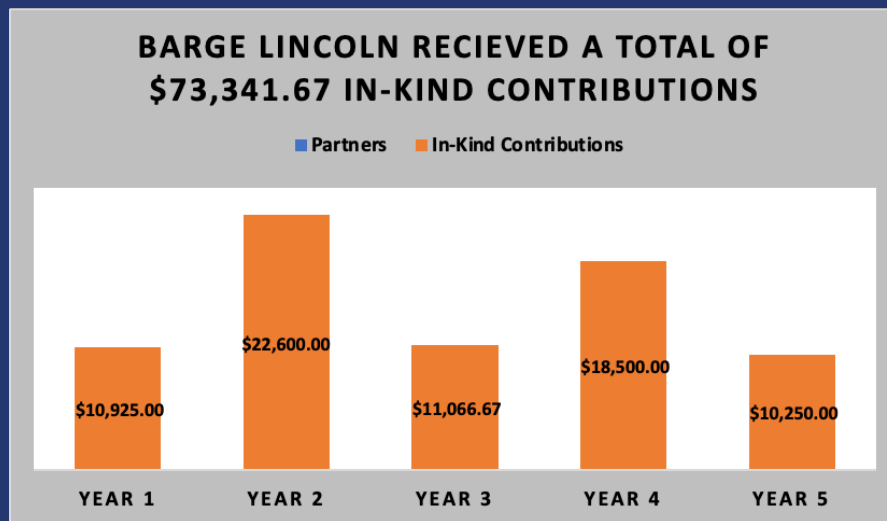*Benefit*: Ensures broader participation and more comprehensive feedback.

By implementing these strategies, future grants can build a more effective and reliable system for collecting, analyzing, and responding to family feedback, ensuring continuous improvement and greater program success.

e. Community Collaborations		
Donated Items Categories	Organizations/Individuals	Amount $
Activities/Events and corresponding materials	Yakima Community Coalition, Yakima Valley Pippins	$3,250.00
Donated Materials	IAL Grant	$7,000.00
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2023-24 year	$10,250.00	

Throughout the duration of the grant, Barge Lincoln has benefited from a wide range of support, significantly enhancing the program's impact. This support has come in various forms, including robust programming, dedicated staffing, generous donations, and the involvement of community volunteers. As a result, youth participants were afforded numerous enriching learning experiences that helped broaden their educational and personal growth. This diverse network of support has played a crucial role in creating a dynamic and supportive environment for the youth, ensuring that they have access to valuable opportunities and resources.

The chart below illustrates the Community In-Kind contributions for each year, highlighting the valuable support provided by local partners and organizations. These contributions have played a crucial role in supplementing program resources and enhancing its overall impact

BARGE LINCOLN RECIEVED A TOTAL OF $73,341.67 IN-KIND CONTRIBUTIONS

■ Partners ■ In-Kind Contributions

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
$10,925.00	$22,600.00	$11,066.67	$18,500.00	$10,250.00

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.

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B. Resources

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

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

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

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

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

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

- You for Youth
- Afterschool Matters
- The Wallace Foundation
- Forging Brighter Futures 2024 Bridge Conference

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

- SEL Thrive
- Turnaround for Children
- Weikart Center for Youth Program Quality Webinars
- Advancing in SEL
- Problem Solving in SEL Efforts

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

III.   Martin Luther King Jr. Elementary School

A. Summary

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

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

a. Strengths & Successes

During an end-of-year site interview, Martin Luther King Site Coordinator Diana Martinez highlighted several key successes of the program. One notable achievement was the staff's consistent collaboration, with weekly Monday meetings dedicated to preparing for the upcoming week. These sessions ensured that all staff were aligned on the activities planned and understood the potential needs of the youth, contributing to smoother program delivery.

A standout success was the strong engagement of youth in the hands-on activities offered by the program, which spanned a variety of areas including social-emotional learning, STEAM, and academic support. These interactive activities not only captivated the students' interest but also played a key role in their development. Another significant achievement was the seamless integration of daily Social-emotional learning activities at the start of the year, which set a solid foundation for sustained participation and growth.

Coordinator Martinez also praised the staff for their commitment to improving communication. Through more effective collaboration with ESD 105 leadership, program staff, and families, the team strengthened connections that contributed to the program's success. This improved communication also supported the alignment of program activities with academic standards, directly fostering positive academic growth among the youth.

Finally, the program saw notable success in promoting family engagement, with several events designed to involve parents and caregivers. While family participation declined in the final year of the grant, a broader analysis of family involvement over the entire grant period reveals a positive trend. Families consistently responded positively to program initiatives and regularly attended events, underscoring the program's long-term impact on fostering a strong sense of community and support.

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 Martinez acknowledged that, while the program had many successes, it also faced several challenges throughout the year. One significant issue was the time constraints for completing more elaborate projects. When projects couldn't be finished in a single session, students expressed disappointment. Although they were given the opportunity to continue working on these projects the following day, the level of engagement and focus often diminished.

Another challenge was the lack of bus transportation, which created difficulties with both youth retention and recruitment. Without reliable transportation, it became harder to maintain consistent attendance and attract new participants to the program. Behavioral challenges also emerged, with some youth disengaging from the program due to behavioral issues. This, in turn, contributed to a loss of participants and disrupted the program's overall dynamics. Additionally, the program struggled with staff stability, particularly in securing a consistent aide. This staff turnover led to burnout among remaining staff members, affecting morale and program delivery.

Despite these challenges, Coordinator Martinez emphasized that the team took proactive steps to address these issues. They reached out to the administration and Program Director for support, and both were instrumental in providing the necessary resources and assistance. Their collaboration was essential in overcoming these barriers and ensuring the program continued to serve the youth effectively.

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.

Another key recommendation is for the Site Coordinator to revisit and refine the data collection and editing process. Proactively updating the database throughout the year can prevent the backlog of missing data and reduce the need for extensive edits at year-end. Regular updates will also allow staff to spot trends and patterns earlier, enabling them to make timely adjustments to programming and better meet the needs of youth.

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

Finally, to ensure youth are accessing all available benefits, program staff are encouraged to form partnerships with existing or incoming school programs. By collaborating with other afterschool initiatives, the program can minimize competition and increase overall participation. These partnerships can also broaden the range of activities offered, connect youth to additional resources, and provide the support needed for their success.

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

IV. Program Overview

A. Theory of Change

The Nita M. Lowey 21st CCLC programs in Washington state focus on providing academic enrichment and support, youth development activities, provide services to families of the youth

and to offer high quality expanded learning opportunities, while meeting the proposed purpose and required implementation.

The grant proposed in working with the Educational Service District 105 to serve youth and family Reading, English, Math, STEM and Social Emotional Learning to be a focus of the program activities. In providing these activities the vision is to close the education and economic opportunity gap for families in the south eastside neighborhood school and route them on the road to educational success. The COVID-19 pandemic has changed the way those supports were offered during the 2021-2022, 2022- 2023 program year and continued to impact program in the 2023-2024 year.

B. Logic Model

With the newly implemented Evaluation Guidelines, Logic Models are now required to be created annually and for each individual center. A meeting was held in July 2023 with the Site Director to develop the 2023-2024 Logic Model. The 2023-24 program year Logic Model was created keeping in mind the changes program saw as necessary to accomplish, while also addressing the needs of program for the year. Following the meeting, RGI Evaluator emailed the coordinator a copy of the models created so all parties could review what was discussed, follow up on, and edits could be made. The template used for the models was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21st CCLC programs.

The goal is for this document to be revisited by the Martin Luther King site team throughout the year to reflect on progress and plans towards goals and outcomes. While the planning team was small this year, it is recommended that the entire staff team joins in creating the next Logic Model. A full 2023-24 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:
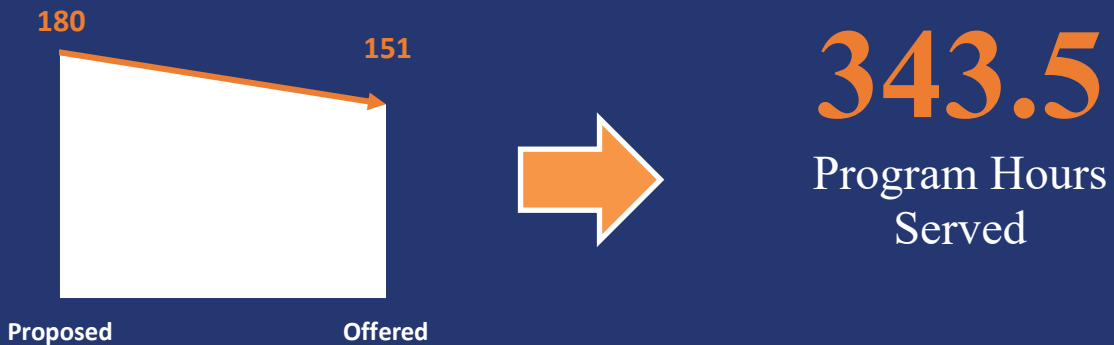
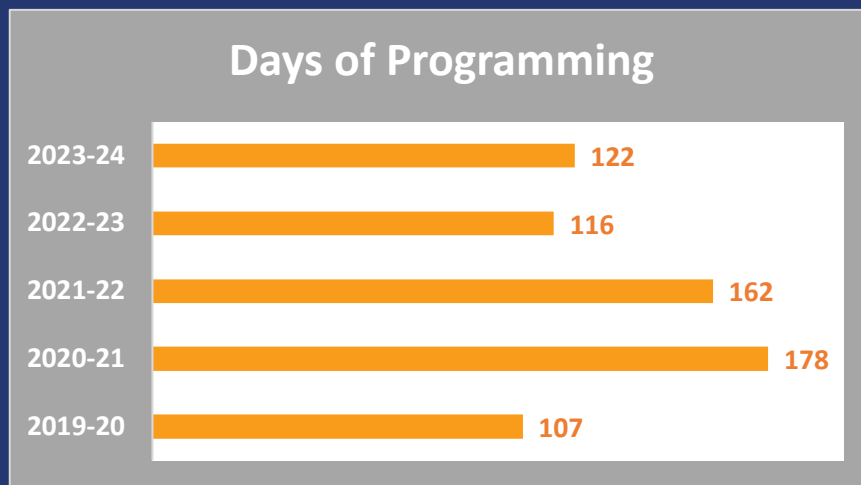| a. Operations |
| --- |
| *Summer 2023 Program:* The program year began with a summer session on June 26, running for 29 days until August 04, 2023. Summer program was predominantly in-person but also operated Hybrid the last week. Program operated Monday through Friday for a total of 20 hours each week. In the grant application, a four-week summer program, was proposed. This resulted in a goal of hosting 20 days of summer program, which was met.

 School Year 2023-24 Program: The school year program operated an in- person program for 122 days Tuesday through Friday beginning September 28, 2023 and ending June 06, 2023. During that time, the program operated after school from 3:15 pm to 5:15 pm, for a total of 8 hours per week. The grant proposed to offer program five days per week for 32 weeks during the school |

year, totaling 160 days of program. Martin Luther King proposed a program year that operated for a total 160 days and did not meet the target goal. Through in-person programming the Martin Luther King 21st Century site met **76%** of the grant goal.

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

Available Program Days
Summer & School Year

180

151

343.5

Program Hours
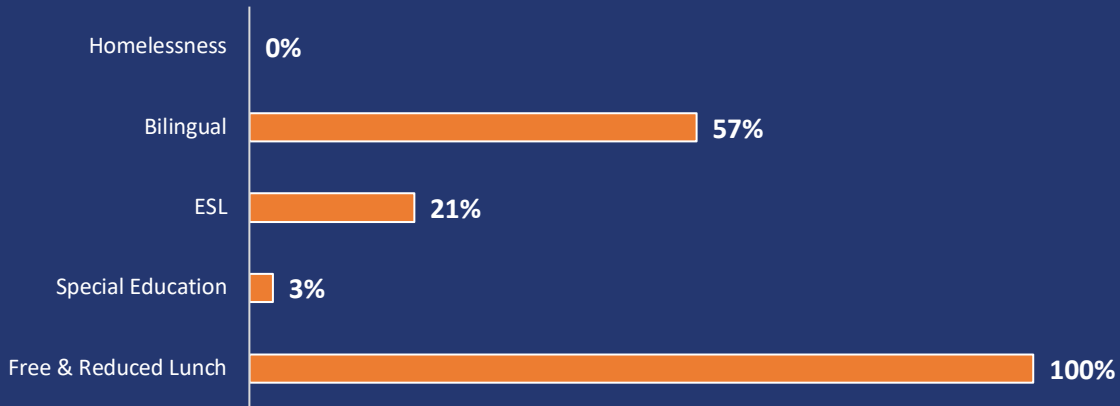Served

Proposed   **Offered**

Throughout the grant period, the number of program days fluctuated due to a series of unforeseen challenges. In the first year, the program's start date was delayed because of a staff shortage, which impacted the schedule. In year two, the world was suddenly affected by the outbreak of COVID-19, which brought daily life to a standstill and led to nationwide school shutdowns. This disruption had a significant impact on years two, three, and four of the grant. In response, staff quickly adapted by developing a distance learning program, allowing the program to continue even when schools were closed. By years four and five, the program had adjusted to a "new normal," with in-person programming resuming as conditions allowed. The following chart illustrates the number of program days offered throughout the life of the grant.

Days of Programming

Year	Days
2023-24	122
2022-23	116
2021-22	162
2020-21	178
2019-20	107

b. Serving the Target Population

Population Served Demographics

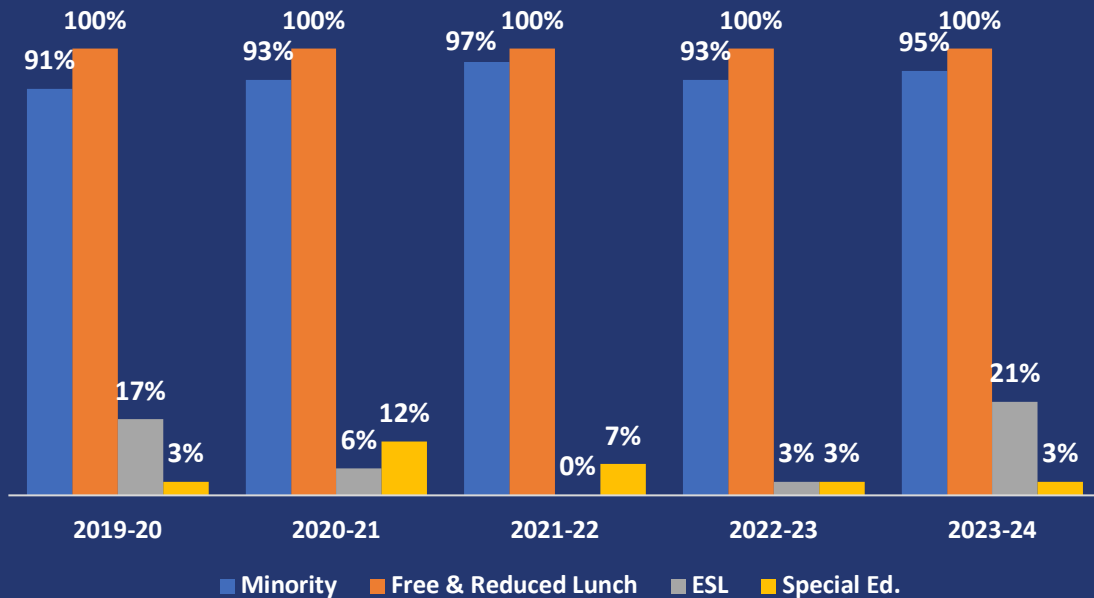| Category	Value
Homelessness	0%
Bilingual	57%
ESL	21%
Special Education	3%
Free & Reduced Lunch	100%

Recruitment & Retention:

In preparation for the Summer Program, recruitment efforts were launched early, with staff distributing summer registration forms to all students in kindergarten, 1st, 2nd, 4th, and 5th grades. To further engage families for the school-year program, staff utilized Parent Square to send notifications about registration opportunities. In addition to this digital outreach, staff also handed out hard copies of registration forms directly to students and visited classrooms to personally encourage participation, ensuring that every family had the opportunity to enroll. Youth played an active role in the recruitment process as well. Many students shared their positive experiences in the program with their peers, generating excitement and encouraging others to join. This peer-to-peer promotion helped create a sense of community and enthusiasm around the program, further boosting enrollment and engagement.

In addition to recruiting youth, the program placed a strong emphasis on retention, working diligently to keep students engaged throughout the year. By providing a variety of meaningful activities and maintaining consistent communication, the program successfully fostered a sense of involvement and commitment among participants. As a result of these efforts, the program achieved a steady group of regular attendees, ensuring sustained participation through to the end of the year.

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

5 Year Overview Population Served Demographics

	2019-20	2020-21	2021-22	2022-23	2023-24
Minority	91%	93%	97%	93%	95%
Free & Reduced Lunch	100%	100%	100%	100%	100%
ESL	17%	6%		3%	21%
Special Ed.	3%	12%	0% / 7%	3%	3%

■ Minority   ■ Free & Reduced Lunch   ■ ESL   ■ Special Ed.

c. Activities

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

Summer Activities Offered:

Summer Session
DaVinci Camp- Activities included SEL, Math, Reading, Writing, and Create Time Kinder Pirates- Activities included SEL, Math, Reading, Writing, and Create Time. Rockin Robots- Activities included SEL, Math, Reading, Writing, and Create Time. Academic Support Tutoring

School Year Activities Offered:

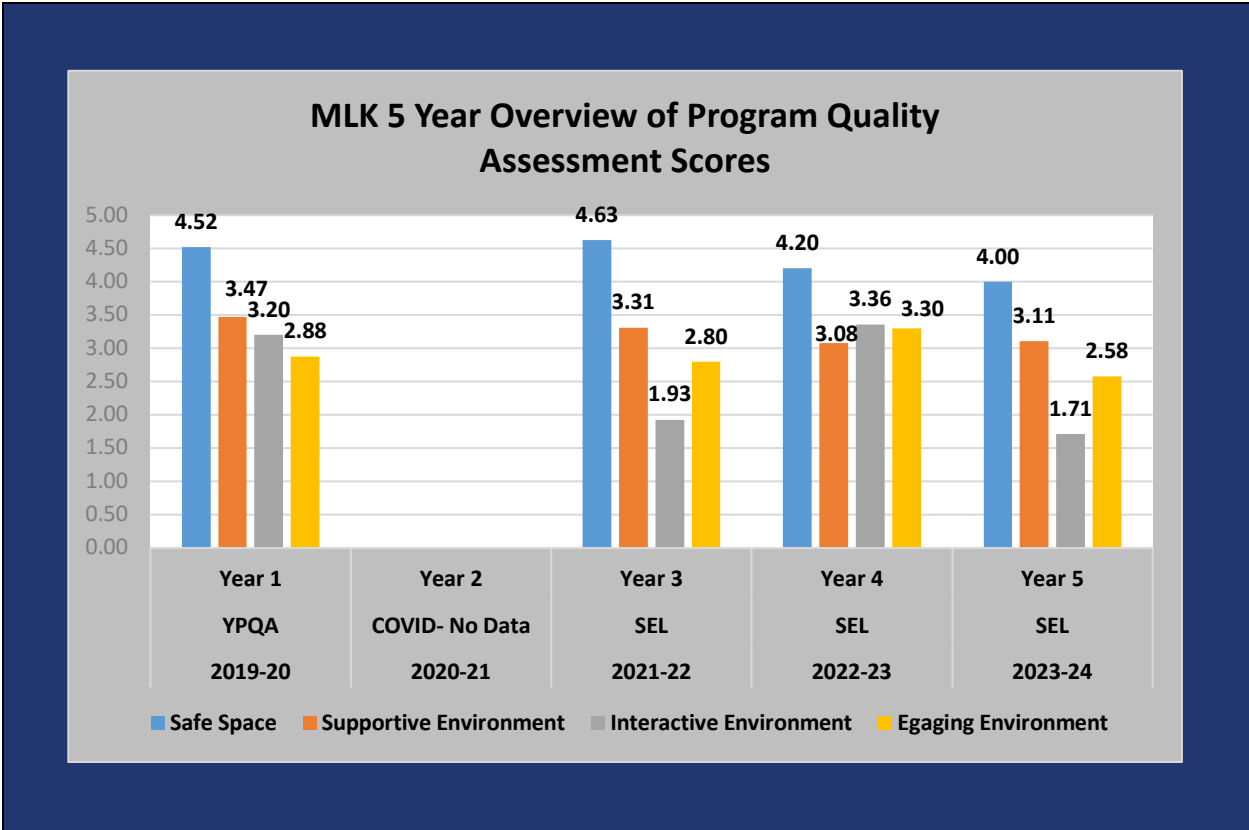| 4th & 5th Grade	2nd & 3rd Grade	Kinder and 1st Grade

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
  Time to Share
Homework Help
	Reading and Writing
	STEAM
	Community Building
	  Group Games- Pirates, Sharks and
	    Minows, Green Light
	SEL
	  End of day Reflection
	  Kindness & Appreciation Activity
	  Time to Share
	Homework Help
		Reading and Writing
		STEAM
		Community Building
		Group Games- Pirates, Sharks and
		  Minows, Green Light
		SEL
		  End of day Reflection
		  Kindness & Appreciation Activity
		  Time to Share
		Homework Help

d. Transportation

While transportation is not provided, the majority of students are within walking distance of the program, making it easy for them to attend. For those who need additional support, many parents are able to pick up their children, ensuring that transportation is not a barrier to participation.

e. Program Quality Assessment

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

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

MLK 5 Year Overview of Program Quality Assessment Scores

VI. Outcome Evaluation Plan & Results

A. Outcome Evaluation Plan

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

B. Outcome Evaluation Results

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

a. Attendance

Youth Participation Levels Program-wide

Total Served: **161**   *Total 30+ days:* **91**   *Goal:* **80**

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

Student %	22%	22%	52%	5%
Student #	35	35	83	8

The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities and achieve the target program days proposed program offer some hybrid opportunities. As a result, the Martin Luther King Program, participation, and retention was met. A larger number of students were able to access program services, which resulted in meeting the regular attendance goal. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 57% 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.
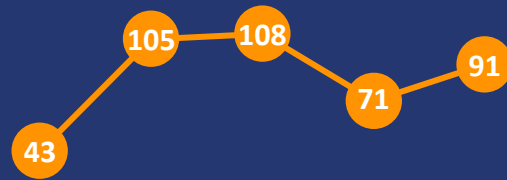
Over the course of 5 years the Martin Luther King program provided services and support to many youth. Below is a summary of the number of youth served through the life of the grant.

Youth Served 5 Year Attendance
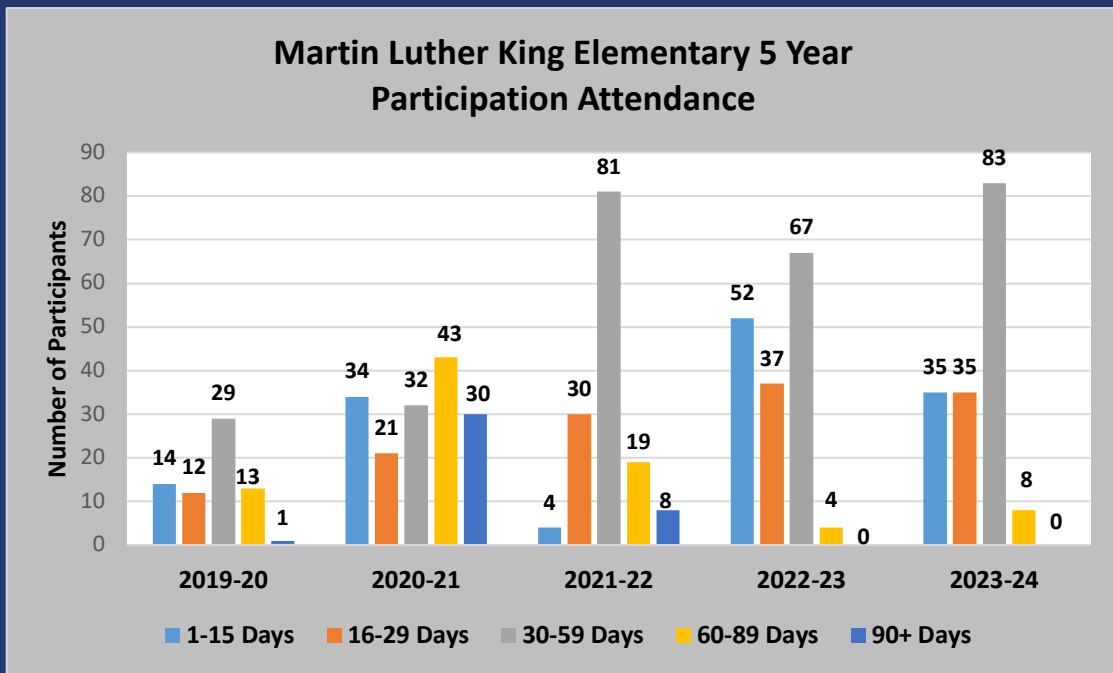
69   160   142   160   161

2019-20   2020-21   2021-22   2022-23   2023-24

Regular Attendees Served 5 Year Attendance

43   105   108   71   91

2019-20   2020-21   2021-22   2022-23   2023-24

692
Total Youth Served Overall

418
Total Regular Attendees Served

9

Martin Luther King Elementary 5 Year Participation Attendance

Number of Participants

	2019-20	2020-21	2021-22	2022-23	2023-24
1-15 Days	14	34	4	52	35
16-29 Days	12	21	30	37	35
30-59 Days	29	32	81	67	83
60-89 Days	13	43	19	4	8
90+ Days	1	30	8	0	0

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

Family Members Served Program Grant Wide (Goal*20)

Served 20 Family Members

The following graph displays the total family members served over the last 5 years of the grant.

MLK
5 Year Total Family Members Served

2019-20	2020-21	2021-22	2022-23	2023-24	Total
6	96	79	7	20	208
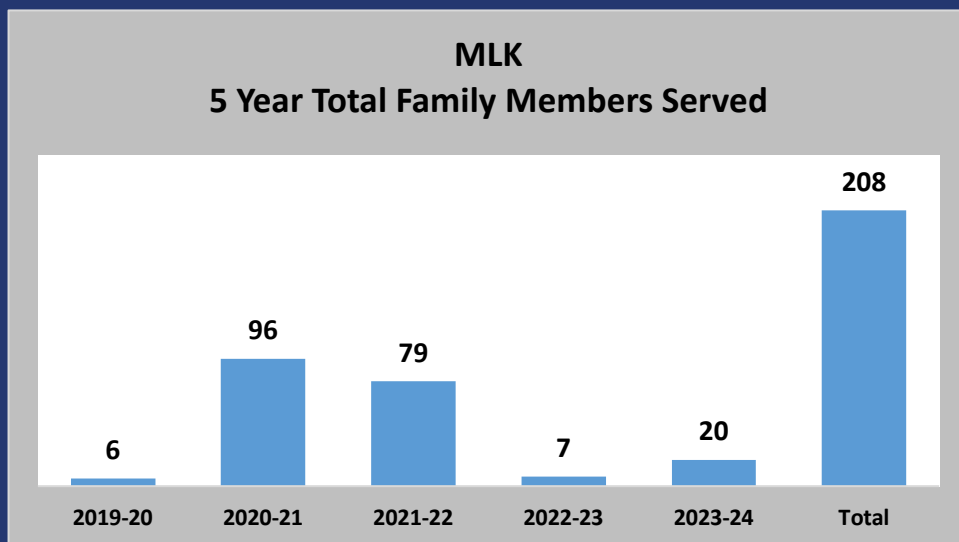
The Martin Luther King Program held 4 family engagement events in its final year. These events ranged from learning about different cultural events to connecting families to community and school resources. Below is a list of all the events that were offered to family members of the Martin Luther King Program participants.

	Event Name	Number of Sessions
4 Family Events Offered	Pippins Game	1
	Open House	1
	Healthy Youth Healthy Families	1
	Cinco De Mayo Event	1

Of the 20 family members served, 19 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities/ workshops*. From the total number of regular attendee family members, zero (0%) attended four or more educational events. It was not possible to achieve this objective because program was dealing with staff burnout as well as not being able to plan and host monthly family engagement activities. The graph on the following page shows the participation of family members of regular attendees.

Family Members of Regular Attendees Event Attendance

1 Event	2 Events	3 Events	4 Events
1	13	5	0
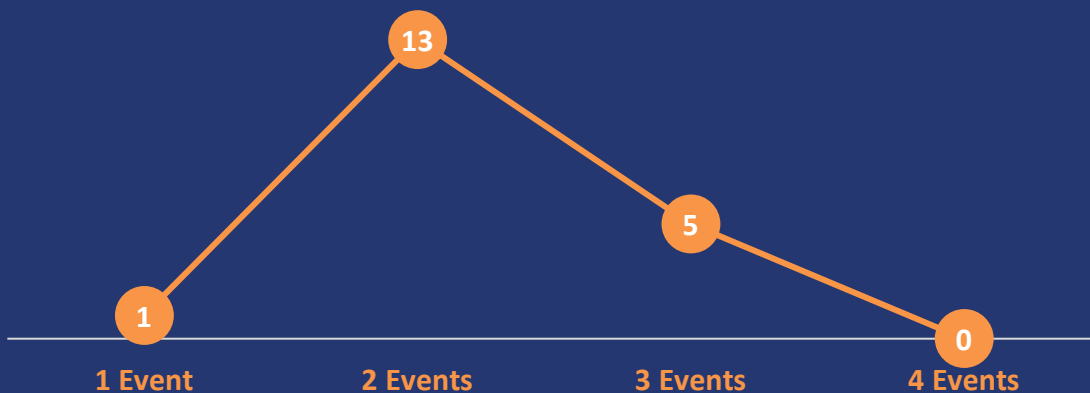
Furthermore, program provided a total of 8 hours of family engagement over the course of 12 months. On average program offered an average of 40 minutes of family engagement each month. In the request for proposal Cohort 16, 21st Century programs are required to provide 2 hours per month of family engagement hours. Based on the number of activities held, program did not meet this 2 monthly hour requirement.

To bring the program into full compliance with RFP requirements, RGI recommends that the program increase its family engagement offerings to one event per month, each lasting 2 hours. 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.

The program should also continue to integrate educational components into family events, providing opportunities for family members to develop their own skills and knowledge. This not only strengthens the family-school connection but also contributes to the educational growth of the entire household. Finally, administering surveys to collect feedback from adult participants is highly recommended. Gathering insights on family members' educational levels and needs will help tailor future programming, ensuring that it is both relevant and impactful in supporting families' learning and development.

b. Academic Achievement

The pandemic had a significant impact on the state testing timeline, which prevented the program from using state data to measure proficiency gains in reading and math during school closures. As part of the ESD 105 21st CCLC Program, we focused on several measurable outcomes aimed at assessing "increases in academic achievement" in these areas. These outcomes have been evaluated using local data, a strategy that was continued for the remainder of the grant cycle. Initially, the grant included the use of MAP Assessments to gauge local academic gains. However, since MAP Assessments are no longer employed in the District, we have shifted to using local assessments. The grant also aimed to measure student behaviors through the Youth Skills and Belief Survey. Due to the cancellation of the 2020 survey and adjustments made in Spring 2021 and Spring 2022, we replaced it with a new student feedback survey. Additionally, the grant included measuring family participation and knowledge levels through surveys administered to all participating families at the end of each program year.

We understand that students of color and those from low-income backgrounds have been disproportionately affected by the pandemic, resulting in a persistent learning gap. Our hope is that this program will provide participating youth with the necessary tools to thrive in the upcoming school years.

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

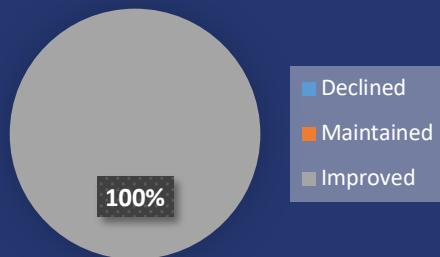| Grant Outcomes						
These outcomes were measured during the 2023- 2024 program year						
Student Performance Outcomes	**Target**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	41%	77%	100%	100%	100%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	45%	No Data	No Data	82%	82%
Regular attending students will increase Reading skills as measured by MAP Assessment	75%	41%	77%	100%	65%	70%
Regular attending students will increase Math skills as measured by MAP Assessment	75%	45%	No Data	No Data	82%	82%
Regular attending students will demonstrate a growth mindset	80%	*	*	75%	*	85%
Regular attending students will demonstrate a growth interpersonal skills	80%	*	*	77%	*	87%
Regular attending students will demonstrate a growth self-regulation skills	80%	*	*	75%	*	68%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	*	84%	65%	85%	82%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	Not Required	100%	100%	100%
Site Coordinators will participate in the Advanced Planning with Data Webinar	100%	100%	No Webinar	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	100%	Not Required	100%	100%	100%
Parents that participate in educational classes will increase their level of learning annually	80%	*	69%	No Data	100%	*
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational/workshops annually	75%	0%	55%	13%	0%	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
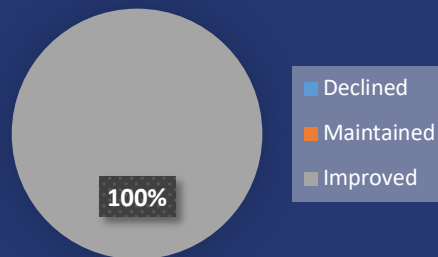
Local Academic Data:

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 Martin Luther King 21st Century program submitted Dibels Assessment scores for reading using Fall 2023 and Spring 2024 data. Of the 74 composite reading scores analyzed by RGI Corporation: 74 (100%) youth improved reading scores. Of the 18 Amplify Lectura Assessment scores analyzed: 18 (100%) youth demonstrated improvement. The Dibels Composite scores, beginning of the year and an end of year benchmark review was also conducted.
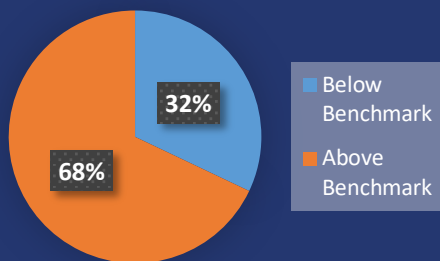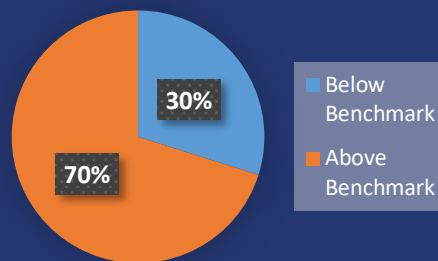
Dibel Assessment Scores

- Declined
- Maintained
- Improved

100%

Amplify Lecutura Scores

- Declined
- Maintained
- Improved

100%

Beginning of the Year-
Dibels Composite Scores

32%

68%

- Below Benchmark
- Above Benchmark

Number of Youth: 78
Goal: 306
Score Range: 268 to 382
Average: 318

End of Year-
Dibels Composite Scores

30%

70%

- Below Benchmark
- Above Benchmark

Number of Youth: 77
Goal: 420
Score Range: 374 to 496
Average: 432

14

The Martin Luther King 21st Century program submitted Fast Track Math Assessment scores for Math using Fall 2023 and Spring 2024 data. Of the 76 Math scores analyzed by RGI Corporation: 62 (82%) youth improved Math academic achievement.
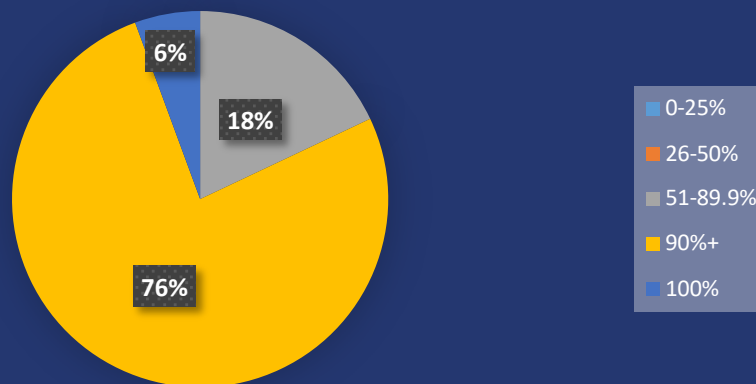
The following chart illustrates the academic results in Math:

FastTrack Math Assessment Scores

17% 1%

82%

Declined
Maintained
Improved
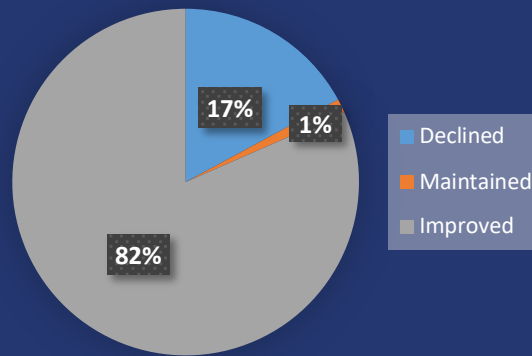
School-day attendance records for 89 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees,16 had a daily school-day attendance rate of 51%- 89.9%, 68 students had 90% or greater attendance rate and 5 students had 100% attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

73 Youth Achieved 90% or higher School Day Attendance Rate

6%

18%

76%

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

c. Student Behaviors and Attitudes

RGI Youth Feedback Survey:

A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to *"demonstrate a growth mindset, interpersonal, and self-regulation skills"*. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and Belief Survey. The purpose of the youth feedback survey is to assess positive student behavior on three scales: growth mindset, interpersonal skills, and self-regulation skills. Youth can respond Yes or No for each statement. The total responses with Yes for each statement were then calculated to determine the total percentage for each behavior scale. Over the course of the program year, 55 program attendees completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
Growth Mindset	*This program helped me try new things.*	**89%**
Interpersonal Skills	*I learned to work in a team*	**85%**
Self-Regulation Skills	*The program helped me learn how to be patient.*	**72%**

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 final 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.

For future grants, it is essential to implement a more robust and flexible strategy for collecting family feedback to ensure accurate, actionable data. Here are several recommendations to improve the process and mitigate potential barriers:

1) **Early Integration of Feedback**
   Recommendation: Start collecting family feedback early and prioritize it throughout the program.
   Benefit: Enables continuous tracking and timely adjustments based on family needs.
2) **Multiple Feedback Channels**
   Recommendation: Offer surveys via paper, online platforms, or phone/in-person interviews.
   Benefit: Increases participation, especially from families with limited technology access.

3) **Track Responses & Follow-Up**
Recommendation: Implement a system to track and follow up with non-responding families.
Benefit: Ensures broader participation and more comprehensive feedback.
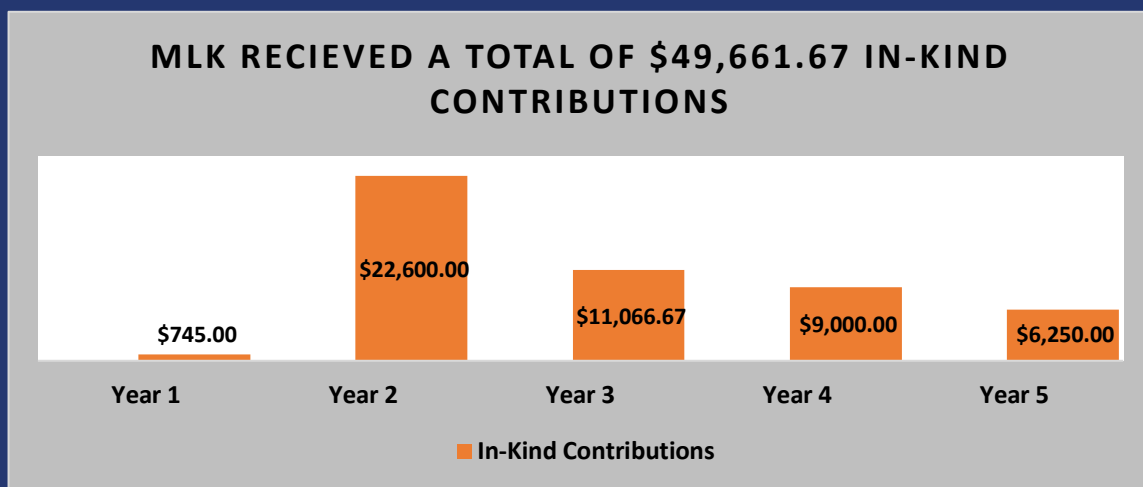
By implementing these strategies, future grants can build a more effective and reliable system for collecting, analyzing, and responding to family feedback, ensuring continuous improvement and greater program success.

e. Community Collaborations		
Donated Items Categories	Organizations/Individuals	Amount $
Activities/Events and corresponding materials	Yakima Valley Pippins	$750.00
Donated Materials	IAL Grant	$5,500.00
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2023-24 year	$6,250.00	

Throughout the duration of the grant, Martin Luther King has benefited from a wide range of support, significantly enhancing the program's impact. This support has come in various forms, including robust programming, dedicated staffing, generous donations, and the involvement of community volunteers. As a result, youth participants were afforded numerous enriching learning experiences that helped broaden their educational and personal growth. This diverse network of support has played a crucial role in creating a dynamic and supportive environment for the youth, ensuring that they have access to valuable opportunities and resources.

The chart below illustrates the Community In-Kind contributions for each year, highlighting the valuable support provided by local partners and organizations. These contributions have played a crucial role in supplementing program resources and enhancing its overall impact

MLK RECIEVED A TOTAL OF $49,661.67 IN-KIND CONTRIBUTIONS

Year 1	Year 2	Year 3	Year 4	Year 5
$745.00	$22,600.00	$11,066.67	$9,000.00	$6,250.00

■ In-Kind Contributions

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.

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

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

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

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

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

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

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

- You for Youth
- Afterschool Matters
- The Wallace Foundation
- Forging Brighter Futures 2024 Bridge Conference

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

- SEL Thrive
- Turnaround for Children
- Weikart Center for Youth Program Quality Webinars
- Advancing in SEL
- Problem Solving in SEL Efforts

2023-2024 Logic Model- Martin Luther King Elementary School

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

III.   Washington Middle School

A. Summary

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

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

a.   Strengths & Successes

During an end-of-year site interview, Coordinator Nicole Rivera shared several key successes from the program, highlighting the impact it has had on students and the broader school community. One of the standout achievements was the establishment of a core group of students who regularly attended multiple clubs, fostering a sense of consistency and community engagement. Additionally, other students attended clubs as needed, often seeking support or resources, which allowed the program to reach a broad cross-section of the student population. This flexible approach ensured that students received the assistance they needed, whether for academic help or personal growth.

Another key success of the program was the role of staff as positive role models and mentors. Coordinator Rivera emphasized how staff consistently demonstrated essential Social-Emotional Learning (SEL) skills, such as empathy, active listening, and respectful communication. Through their interactions, staff not only reinforced SEL principles but also provided valuable guidance in helping students navigate social and emotional challenges. These relationships were instrumental in fostering a supportive and inclusive environment for all students.

Additionally, Rivera highlighted the program's success in family engagement as a significant strength. One of the most notable examples was the creation and growth of an annual Pride Event. The event brought together students, families, and community members, creating a space of celebration and solidarity. Rivera also shared that the program hosted a highly successful Art Show, which showcased the talents of students from all middle schools in the valley. These events were not just about celebrating achievements but also about building stronger connections between the school, students, and the wider community.

Lastly, Rivera mentioned the program's targeted support for newcomer students, particularly those who were monolingual and new to the country. The program provided one-on-one assistance after school, ensuring that these students had the guidance and support they needed to thrive both academically and socially. With such a large and diverse student body, the program's ability to offer tailored support to each individual was an invaluable resource for students adjusting to a new environment.

Overall, the program's mix of academic support, SEL, family engagement, and community-building initiatives contributed to the growth and success of Washington Middle School students.

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 Rivera also shared several challenges faced by the program throughout the year. Engagement and participation were major hurdles, as consistently encouraging middle school students to attend and engage was difficult. Many students had competing priorities and responsibilities, making it hard to maintain regular involvement. To address this, staff focused on student-centered programming, offering clubs and activities tailored to students' interests in an effort to boost engagement.

Staffing was another significant challenge. While the program aimed to offer clubs that appealed to students, there were times when staff availability didn't align with the program's needs. Rivera explained that the program sometimes struggled to find staff with the necessary expertise to run specific clubs. In response, staff worked to be flexible with scheduling, offering shorter sessions or adjusting the timing of activities to better match students' availability and interest.

Securing parental involvement was also a struggle. Although the program organized several family nights, participation was often lower than expected. Despite frequent communication and reminders sent to families about upcoming events, the level of engagement remained a challenge.

While these obstacles were significant, Coordinator Rivera emphasized the program's resilience and the continued efforts to adapt and provide meaningful opportunities for students and families.

c. Recommendations and Next Steps

RGI recommends for the Site Coordinator to revisit and refine the data collection and editing process. Proactively updating the database throughout the year can prevent the backlog of missing data and reduce the need for extensive edits at year-end. Regular updates will also allow staff to spot trends and patterns earlier, enabling them to make timely adjustments to programming and better meet the needs of youth.

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

Another key recommendation is for the program to focus on retaining participants over the long term. While the goal of regular attendance was met, with 426 youth attending between 1 and 29 days, this suggests that many students viewed the 21st Century program more as a drop-in opportunity rather than an ongoing resource. The primary goal of the program is to engage students for a minimum of 30 days to help them experience meaningful academic improvement. To achieve this, efforts should be made to increase retention, ensuring that students remain consistently involved and benefit from the program's full range of academic and enrichment opportunities.

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

IV.   Program Overview

A. Theory of Change

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

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

B. Logic Model

With the newly implemented Evaluation Guidelines, Logic Models are now required to be created annually and for each individual center. A meeting was held in July 2023 with the Site Director to develop the 2023-2024 Logic Model. The 2023-24 program year Logic Model was created keeping in mind the changes program saw as necessary to accomplish, while also addressing the needs of program for the year. Following the meeting, RGI Evaluator emailed the coordinator a copy of the models created so all parties could review what was discussed, follow up on, and edits could be made. The template used for the models was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21st CCLC programs.

The goal is for this document to be revisited by the Washington Middle School site team throughout the year to reflect on progress and plans towards goals and outcomes. While the planning team was small this year, it is recommended that the entire staff team joins in creating the next Logic Model. A full 2023-24 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:
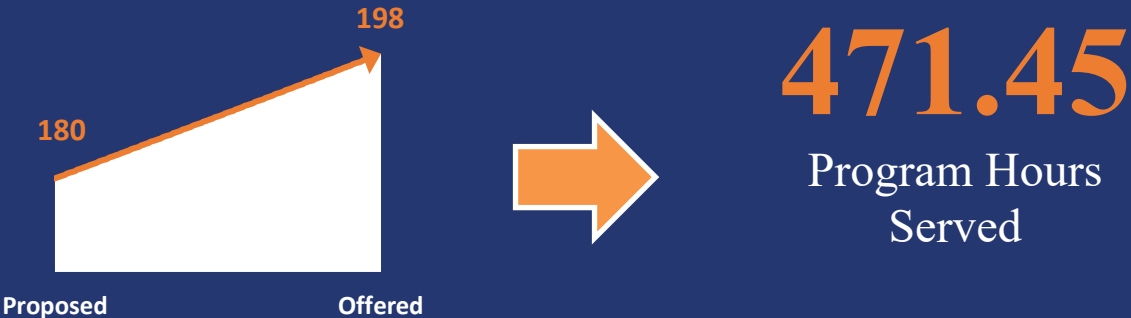
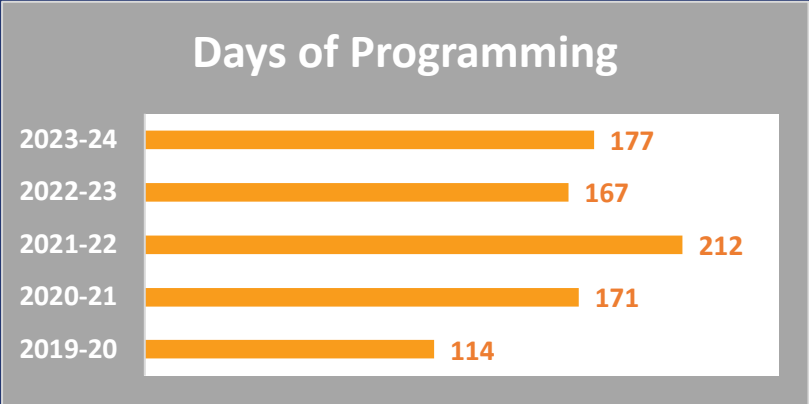| a.   Operations |
| --- |
| *Summer 2023 Program:* The program year began with a summer session on June 20, running for 21 days until July 29, 2023. Summer program was in-person and operated Monday through Friday for a total of 20 hours each week. In the grant application, a four-week summer program, was proposed. This resulted in a goal of hosting 20 days of summer program, which was met. |

School Year 2022-23 Program: The school year program operated for 177 days Monday through Friday beginning September 05, 2023 and ending June 14, 2024. During that time, the program operated from 2:30 pm to 4:00 pm, for a total of 7 hours and 30 minutes per week. The grant proposed to offer program five days per week for 32 weeks during the school year, totaling 160 days of program. Washington Middle School proposed a program year that operated for a total 160 days and met the target goal. Through in person programming the Washington Middle School 21ˢᵗ Century site met **110%** of the grant goal.

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

Available Program Days
Summer & School Year

198

180

Proposed   Offered
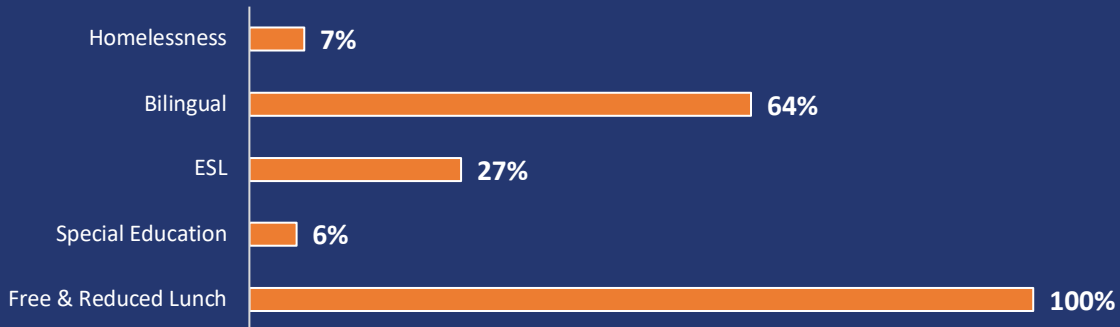
471.45

Program Hours
Served

Throughout the grant period, the number of program days fluctuated due to a series of unforeseen challenges. In the first year, the program's start date was delayed because of a staff shortage, which impacted the schedule. In year two, the world was suddenly affected by the outbreak of COVID-19, which brought daily life to a standstill and led to nationwide school shutdowns. This disruption had a significant impact on years two, three, and four of the grant. In response, staff quickly adapted by developing a distance learning program, allowing the program to continue even when schools were closed. By years four and five, the program had adjusted to a "new normal," with in-person programming resuming as conditions allowed. The following chart illustrates the number of program days offered throughout the life of the grant.

Days of Programming

Year	Days
2023-24	177
2022-23	167
2021-22	212
2020-21	171
2019-20	114

b. Serving the Target Population

Population Served Demographics

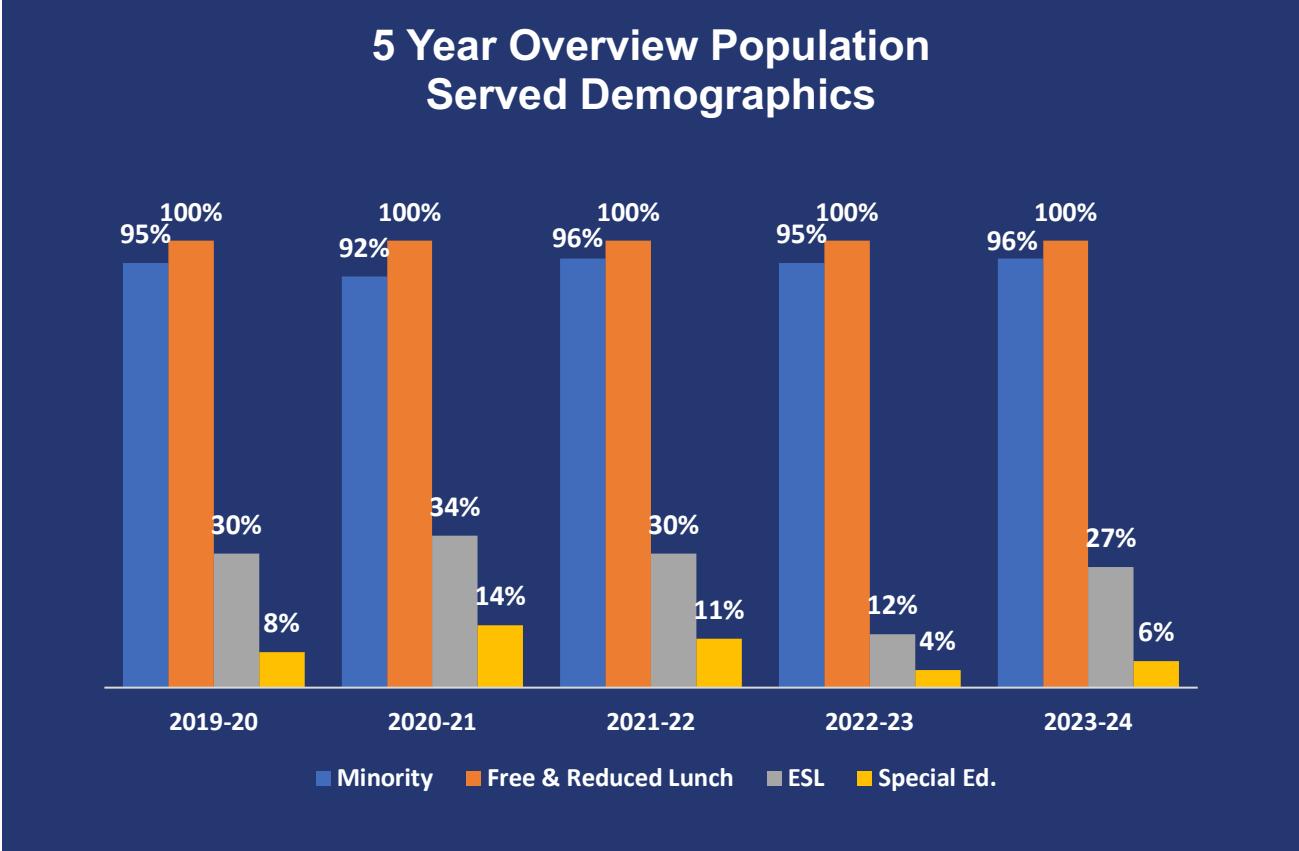| Category	Percentage
Homelessness	7%
Bilingual	64%
ESL	27%
Special Education	6%
Free & Reduced Lunch	100%

Recruitment & Retention:
Summer program recruitment kicked off with a comprehensive outreach effort. Staff distributed flyers, sent Parent Square messages to families, posted announcements on the Reader board, and personally invited students to join the program. Throughout the school year, the team expanded its efforts by inviting all students to participate, while also consistently reminding families about the program's benefits and availability for all youth. Additionally, teachers played a crucial role by encouraging students to attend, especially those who were struggling academically, highlighting the program as a valuable resource for improving their performance in class.

A key component of the program is empowering youth to have a voice and make choices in their involvement. This approach fosters a sense of responsibility among students, as they take the initiative to develop presentations on clubs, they are passionate about. In response to these student-driven ideas, the site team actively recruits teachers to lead the proposed clubs. Once a teacher commits to running a club, it is seamlessly integrated into the program.

Coordinator Rivera emphasized that participation and retention are significantly higher when clubs are aligned with students' personal interests. Allowing youth to express their preferences and take ownership of the club selection process has proven to be a key driver of success. Rivera shared that this student-centered approach has not only encouraged greater involvement but also created a more engaged and invested student body.

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

5 Year Overview Population Served Demographics

	2019-20	2020-21	2021-22	2022-23	2023-24
Minority	95%	92%	96%	95%	96%
Free & Reduced Lunch	100%	100%	100%	100%	100%
ESL	30%	34%	30%	12%	27%
Special Ed.	8%	14%	11%	4%	6%

■ Minority   ■ Free & Reduced Lunch   ■ ESL   ■ Special Ed.

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c. Activities

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

Summer Activities Offered:

Summer Program
•English Language Arts Support •Math •STEAM •Tutoring

School Year Activities Offered:

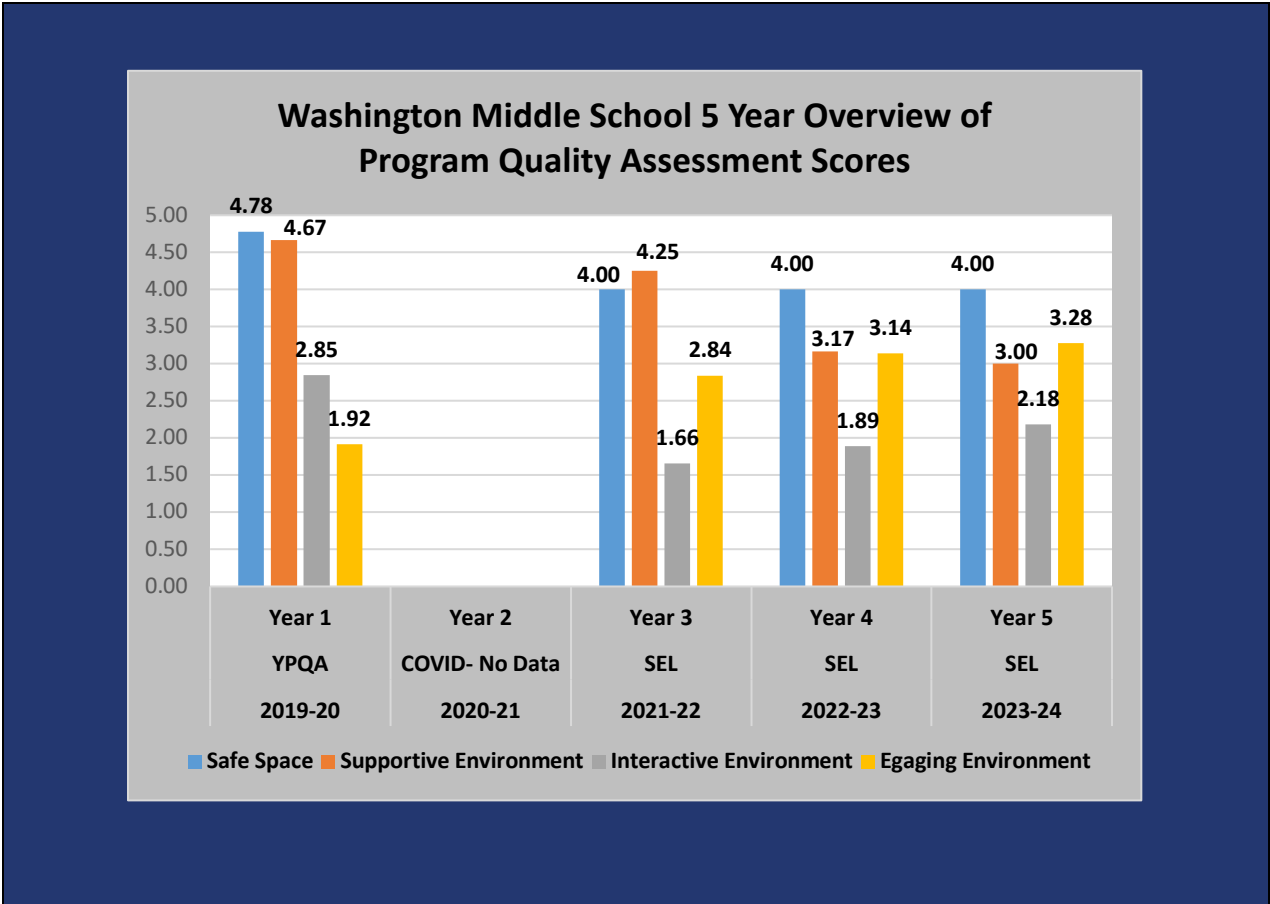| Academics	STEAM	Social Emotional Learning	ART
•Homework Center •Math Center •Literacy •Language Arts •ELL Support •Intersession	•Lego Club •TSA Club •Skii Club •Band Club •Board Games CLub •Cooking Club •Garden Club •Winter Break Activities	•Safe Space Club •SEL •Leadership Club	•Art Club •Woodshop Club

d. Transportation

Although transportation is not directly provided by the program, the majority of students live within walking distance, making it convenient for them to attend. For those who may need additional support, many parents are able to pick up their children, ensuring that transportation does not become a barrier to participation. Furthermore, the city offers free public transportation, which is readily available for youth, providing an additional option for students who need it. This combination of accessibility and community support helps ensure that all students can engage in the program without logistical challenges.

e. Program Quality Assessment

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

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

Washington Middle School 5 Year Overview of Program Quality Assessment Scores

	Year 1 YPQA 2019-20	Year 2 COVID- No Data 2020-21	Year 3 SEL 2021-22	Year 4 SEL 2022-23	Year 5 SEL 2023-24
Safe Space	4.78		4.00	4.00	4.00
Supportive Environment	4.67		4.25	3.17	3.00
Interactive Environment	2.85		1.66	1.89	2.18
Egaging Environment	1.92		2.84	3.14	3.28

■ Safe Space ■ Supportive Environment ■ Interactive Environment ■ Egaging Environment

VI. Outcome Evaluation Plan & Results

A. Outcome Evaluation Plan

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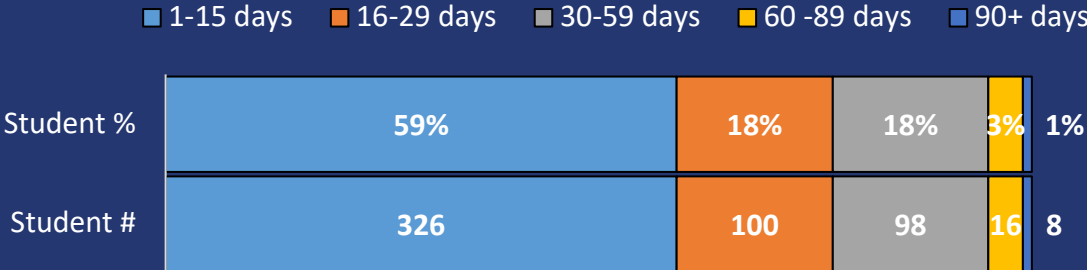
B. Outcome Evaluation Results

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

8
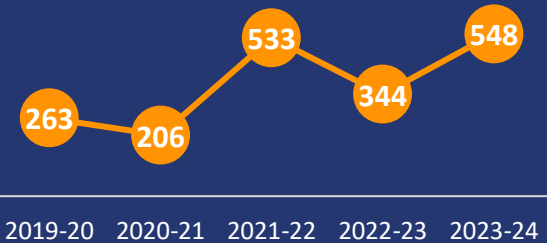
a. Attendance

Youth Participation Levels Program-wide

Total Served: **548**   *Total 30+ days:* **122**   *Goal:* **120**

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

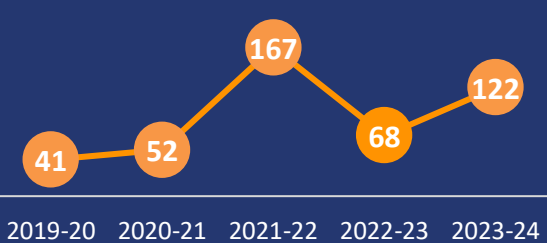|					
Student %	59%	18%	18%	3%	1%
Student #	326	100	98	16	8

The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities and achieve the target program days proposed the site offered some hybrid opportunities. As a result, the Washington Middle School Program, participation and retention increased and was met. A larger number of students were able to access program services. Attendance was most prevalent between 1 to 15 days. Regular attendees accounted for 22% 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.

Over the course of 5 years the Washington Middle School program provided services and support to many youth. Below is a summary of the number of youth served through the life of the grant.
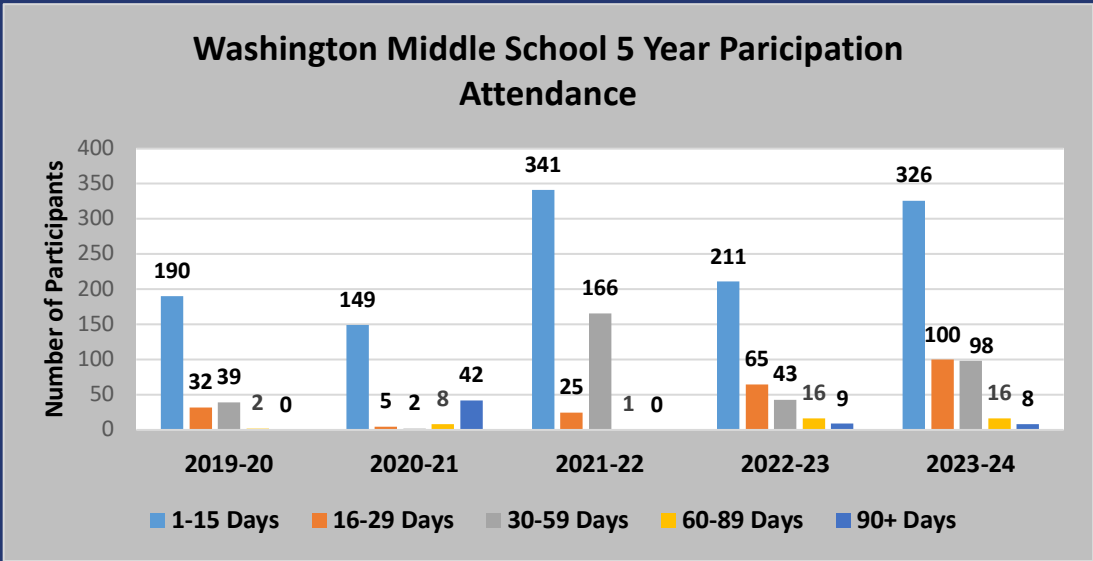
Youth Served 5 Year Attendance

263, 206, 533, 344, 548

2019-20 2020-21 2021-22 2022-23 2023-24

Regular Attendees Served 5 Year Attendance

41, 52, 167, 68, 122

2019-20 2020-21 2021-22 2022-23 2023-24

1894
Total Youth Served Overall

450
Total Regular Attendees Served

Washington Middle School 5 Year Paricipation Attendance

	2019-20	2020-21	2021-22	2022-23	2023-24
1-15 Days	190	149	341	211	326
16-29 Days	32	5	25	65	100
30-59 Days	39	2	166	43	98
60-89 Days	2	8	1	16	16
90+ Days	0	42	0	9	8

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

Family Members Served Program Wide (Goal*50)

Served 232 Family Members

The following graph displays the total family members served over the last 5 years of the grant.

WA MS
5 Year Total Family Members Served

| 2019-20	2020-21	2021-22	2022-23	2023-24	Total
34	138	50	31	232	485
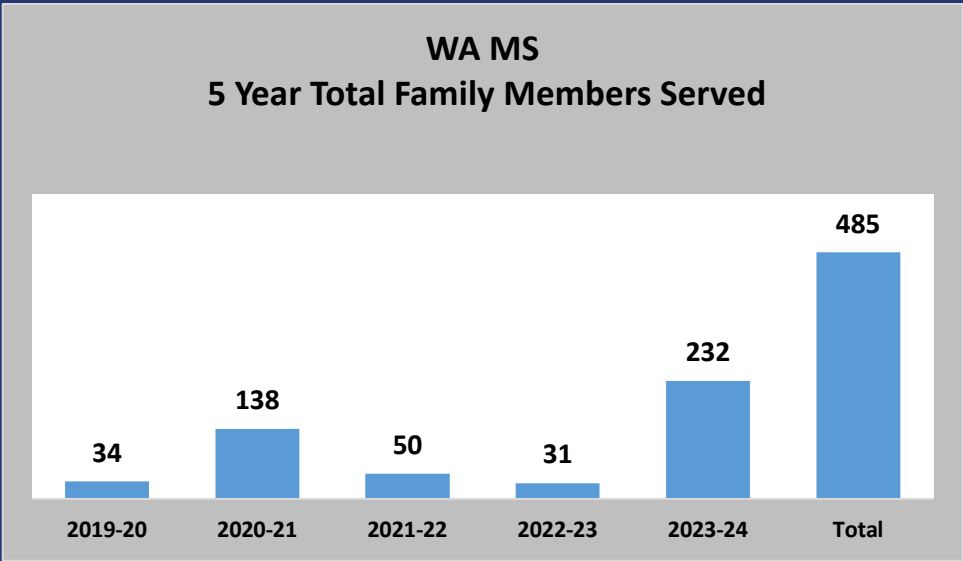
The Washington Middle School Program held 10 family engagement events in its final year. These events ranged from learning about different cultural events to connecting families to community and school resources. Below is a list of all the events that were offered to family members of the Washington Middle School Program participants.

	Event Name	Number of Sessions
10 Family Events Offered	Pippins Literacy Family Night	1
	Math Night	1
	Open House	1
	Family Engagement Academy	1
	Science Night	1
	Ski Parent Night	1
	STEAM Night	1
	Healthy Youth Healthy Families	1
	Art Show	1
	Pride Event	1

Of the 232 family members served, 70 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities/ workshops*. From the total number of regular attendee family members, six (9%) attended four or more educational events. It was not possible to achieve the objective because not enough family members participated in more than four engagement nights.

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

Regular Attendees Family Member Attendance

1 Event	2 Events	3 Events	4 Events
40	17	7	6
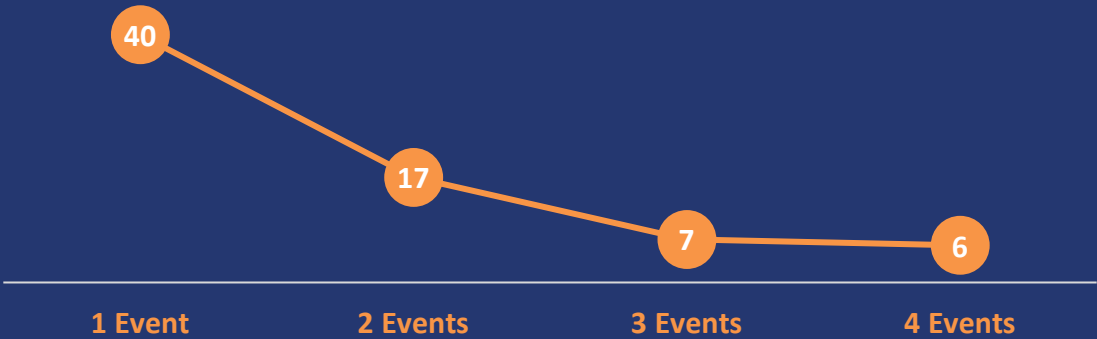
Furthermore, program provided a total of 19 hours of family engagement over the course of 12 months. Program offered an average of 1 hour and 35 minutes per month of family engagement therefore not meeting the requirement. In the request for proposal Cohort 16, 21st Century

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programs are required to provide 2 hours per month of family engagement hours. Based on the number of activities held, program did not meet this 2 monthly hour requirement.

To bring the program into full compliance with RFP requirements, RGI recommends that the program increase its family engagement offerings to one event per month, each lasting 2 hours. 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.

The program should also continue to integrate educational components into family events, providing opportunities for family members to develop their own skills and knowledge. This not only strengthens the family-school connection but also contributes to the educational growth of the entire household. Finally, administering surveys to collect feedback from adult participants is highly recommended. Gathering insights on family members' educational levels and needs will help tailor future programming, ensuring that it is both relevant and impactful in supporting families' learning and development.

b. Academic Achievement

The pandemic had a significant impact on the state testing timeline, which prevented the program from using state data to measure proficiency gains in reading and math during school closures. As part of the ESD 105 21st CCLC Program, we focused on several measurable outcomes aimed at assessing "increases in academic achievement" in these areas. These outcomes have been evaluated using local data, a strategy that was continued for the remainder of the grant cycle. Initially, the grant included the use of MAP Assessments to gauge local academic gains. However, since MAP Assessments are no longer employed in the District, we have shifted to using local assessments. The grant also aimed to measure student behaviors through the Youth Skills and Belief Survey. Due to the cancellation of the 2020 survey and adjustments made in Spring 2021 and Spring 2022, we replaced it with a new student feedback survey. Additionally, the grant included measuring family participation and knowledge levels through surveys administered to all participating families at the end of each program year.

We understand that students of color and those from low-income backgrounds have been disproportionately affected by the pandemic, resulting in a persistent learning gap. Our hope is that this program will provide participating youth with the necessary tools to thrive in the upcoming school years.

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

Grant Outcomes						
These outcomes were measured during the 2023- 2024 program year						
Student Performance Outcomes	**Target**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	15%	55%	73%	71%	79%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	21%	26%	36%	34%	53%
Regular attending students will increase Reading skills as measured by MAP Assessment	75%	15%	55%	35%	24%	46%
Regular attending students will increase Math skills as measured by MAP Assessment	75%	21%	26%	36%	34%	53%
Regular attending students will demonstrate a growth mindset	80%	*	*	No Data	90%	No Data
Regular attending students will demonstrate a growth interpersonal skills	80%	*	*	No Data	86%	No Data
Regular attending students will demonstrate a growth self-regulation skills	80%	*	*	No Data	79%	No Data
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	*	60%	64%	81%	57%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	Not Required	100%	100%	100%
Site Coordinators will participate in the Advanced Planning with Data Webinar	100%	100%	No Webinar	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	100%	Not Required	100%	100%	100%
Parents that participate in educational classes will increase their level of learning annually	80%	*	*	No Data	80%	No Data
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational/workshops annually	75%	20%	4%	0%	0%	9%

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 two academic measures to assess the program's impact on student academic achievement. In working with the Program Director too identify appropriate measures to assess student academic gains, the program selected to use **Lexile Assessment** and **Grades** data.

The Washington Middle School 21st Century program submitted Lexile Assessment scores for Reading and Grades for both Reading and Math using Fall 2023 and Spring 2024 data. Of the 90 Lexile Assessment reading scores analyzed by RGI Corporation; 71 (79%) youth met proficiency in reading. Of the 105 Reading Grades analyzed, 48 (46%) youth improved their grades in Reading. Of the 113 Math Grades analyzed, 60 (53%) youth improved their Math Grades. The following charts illustrate the number of youth who improved in Lexile Assessment, Reading and Math Subjects:
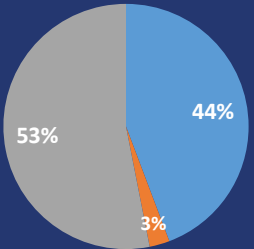
79% of Youth Improved Lexile Assessment Scores

17%
4%
79%
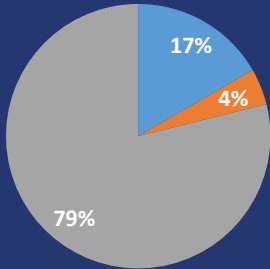
■ Declined ■ Maintained ■ Improved

46% of Youth Improved Reading Grades

46%
50%
4%
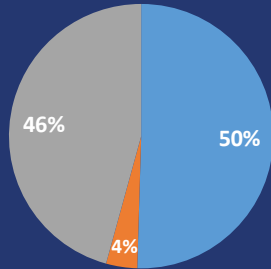
■ Declined ■ Maintained ■ Improved

53% of Youth Improved Math Grades

53%
44%
3%

■ Declined ■ Maintained ■ Improved

School-day attendance records for 119 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees, 51 had a daily school-day attendance rate of 26%- 89.9%, 68 students had 90% or greater attendance rate, and no students had 100% attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

57% Youth Achieved 90% or Higher school Day Attendance Rate

■ 26-50%　■ 51-89.9%　■ 90%+
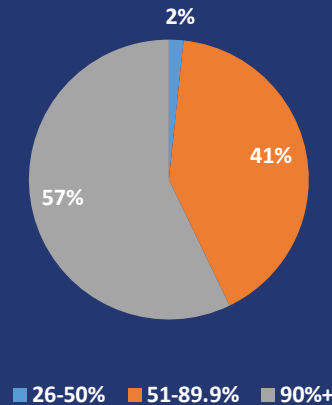
c.　**Student Behaviors and Attitudes**

Washington 21st CCLC Spring 2023-24 Youth Feedback Survey:

A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to *"demonstrate a growth mindset, interpersonal, and self-regulation skills"*. A youth feedback survey was 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 final 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 initiative, RGI developed a comprehensive family survey designed to assess the quality and scope of services provided to participants' parents, as well as to gauge their levels of awareness and understanding. This survey, administered by the program team, aimed to gather critical insights into the family engagement process and the impact of the program on parents. However, despite these efforts, no surveys were submitted during the final year of the grant. This absence of feedback underscores a key opportunity for improvement in how we engage and encourage participation from families.

For future grants, it is essential to implement a more robust and flexible strategy for collecting family feedback to ensure accurate, actionable data. Here are several recommendations to improve the process and mitigate potential barriers:

1) **Early Integration of Feedback**
   Recommendation: Start collecting family feedback early and prioritize it throughout the program.
   Benefit: Enables continuous tracking and timely adjustments based on family needs.
2) **Multiple Feedback Channels**
   Recommendation: Offer surveys via paper, online platforms, or phone/in-person interviews.
   Benefit: Increases participation, especially from families with limited technology access.
3) **Track Responses & Follow-Up**
   Recommendation: Implement a system to track and follow up with non-responding families.
   Benefit: Ensures broader participation and more comprehensive feedback.
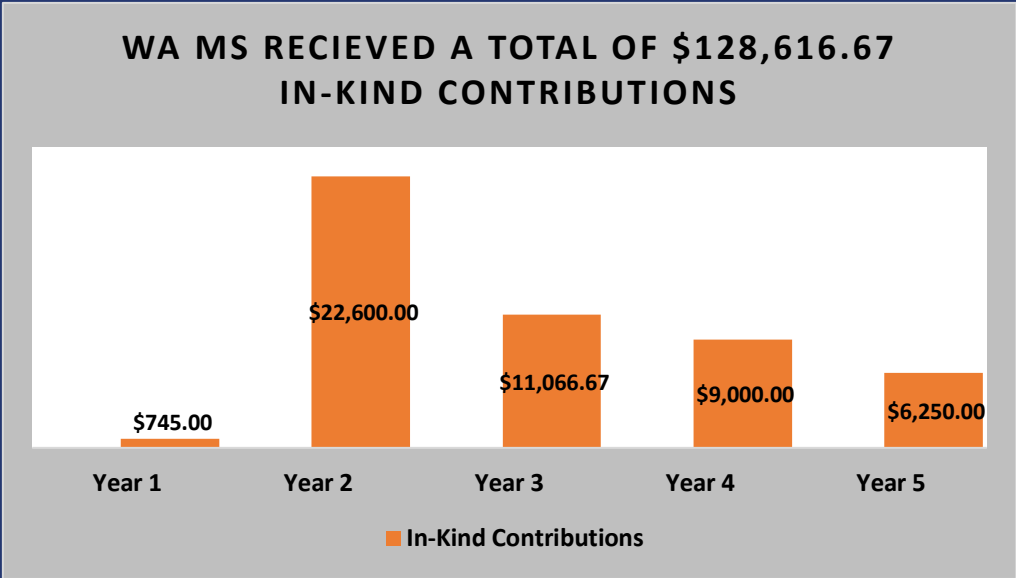
By implementing these strategies, future grants can build a more effective and reliable system for collecting, analyzing, and responding to family feedback, ensuring continuous improvement and greater program success.

e. Community Collaborations

Donated Items Categories	Organizations/Individuals	Amount $
Activities/Events and corresponding materials	White Pass, Yakima Community Coalition, Yakima Valley Pippins	$13,500.00
Donated Materials	White Pass	$3,000.00
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2023-24 year	**$16,500.00**	

Throughout the duration of the grant, Washington Middle School has benefited from a wide range of support, significantly enhancing the program's impact. This support has come in various forms, including robust programming, dedicated staffing, generous donations, and the involvement of community volunteers. As a result, youth participants were afforded numerous enriching learning experiences that helped broaden their educational and personal growth. This diverse network of support has played a crucial role in creating a dynamic and supportive environment for the youth, ensuring that they have access to valuable opportunities and resources.

The chart below illustrates the Community In-Kind contributions for each year, highlighting the valuable support provided by local partners and organizations. These contributions have played a crucial role in supplementing program resources and enhancing its overall impact.

WA MS RECIEVED A TOTAL OF $128,616.67 IN-KIND CONTRIBUTIONS

Year	In-Kind Contributions
Year 1	$745.00
Year 2	$22,600.00
Year 3	$11,066.67
Year 4	$9,000.00
Year 5	$6,250.00

In-Kind Contributions

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.

Strengthen Academic and Career Pathways: Integrate career exploration and college readiness into the after-school curriculum through engaging activities like career days, college visits, and workshops on resume building, interview skills, and networking. Include hands-on experiences such as job shadowing or mentorship to expose students to various career pathways. Early and continuous exposure to these opportunities will motivate students to set academic and professional goals, while equipping them with the practical skills and confidence needed for long-term success. This approach helps bridge education with real-world opportunities, empowering students to make informed decisions about their futures.

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.

<div style="background-color:orange">**B. Resources**</div>

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

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

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

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

- College And Technical Careers
- Afterschool Goes to College
- Afterschool Helping Students

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

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

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

- You for Youth
- Afterschool Matters
- The Wallace Foundation
- 2024 Bridge Conference

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

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

C. Center-based Logic Model

2023-2024 Logic Model- Washington Middle School					
Youth, family, and community needs	**Center goals**	**Implementation (process evaluation)**			**Outcomes (outcome evaluation)**
		Inputs (resources/assets)	**Program and center activities**	**Outputs** (products/fidelity)	
In the Washington Middle School 21st Century Program, youth can communicate and collaborate with peers and adults in a more relaxed environment while participating in interest-based activities that foster a fun academic based initiative, creativity, and critical thinking. Due to this approach, many youth participate in the program, however keeping track of all the youth and their participation in all activities can be challenging. In the final year of programming staff have made a priority in youth retention and data entry.	Increase regular attending participants Offer a wide variety of programming Improve attendance tracking and data entry	PCS Edventures Curriculum **Partnerships** Central Washington University, Pacific Northwest Medical School, Yakima Valley Community Coalition, Drug Awareness, White Pass, SNAP-ED) 21st Century Funding ESSER Funding Staffing through Washington MS Funding Yvonne Avalos Data Manager (Attendance and programming) ESD 105 Program Director- Theresa Maier Principal Bill Hilton School building and School Staff	Staff will create a fun youth interest survey to gather youth feedback on clubs they would like to participate in. 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. Program will offer more opportunities around cooking and life skills. Program will establish a partnership with SNAP-ED and through this partnership youth will learn about nutrition. All Club lead teachers will have access to the shared Google Drive Attendance Sheet and will enter attendance daily. Data Manager will then update Attendance in EZ Reports weekly.	Youth who respond to Club Interest Survey will have the opportunity to share program feedback and interest in activities. Clubs will then be implemented into program. Youth engagement and participation will increase. Podcasting will bridge gaps such as literacy, language skills, writing skills by creation, communication, critical thinking, collaboration. Partnerships will allow program to offer a variety of cooking activities. Participating youth will learn how to cook and enhance any cooking skills they may have. Participants will also learn about healthy nutrition. Google Drive Attendance will streamline attendance data entry as well as minimize the loss of attendance sheets or backlogging.	Program will provide Youth Interest Clubs to increase participation and retention. Students will display more positive social skills. Podcasting will elevate youth voices and improve written and verbal communication skills. Program will develop partnerships that will improve youth nutrition and life skills. Program Staff will track youth attendance for each club through a shared Google Excel Sheet.