

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

OUT OF SCHOOL TIME | COHORT 17

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

Yakima School District  
Produced by RGI Corporation

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

### A. HIGHLIGHTS & ACHIEVEMENTS

**610** Youth served

**252** Family members served

**3** Afterschool sites

**156** Days of afterschool

**25** Different parent offerings

**168%** Family member goal met

**117%** Regular attendee goal met

**179%** To serve youth goal met

**66%** Youth improved Math Test Scores

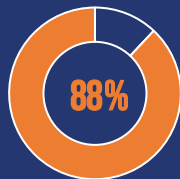
**4.28** Average SEL PQA score in Safe Space

### DEMOGRAPHICS

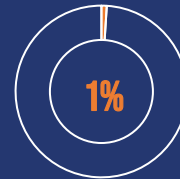
#### YOUTH: 610 TOTAL STUDENTS IN GRADE K-5



Low-income



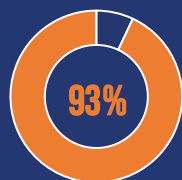
Hispanic



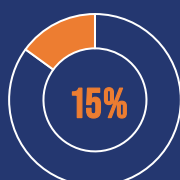
Special Ed.



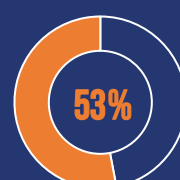
Female



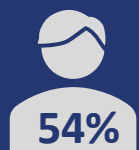
Minority



ELL



Bilingual



Male

### FAMILY MEMBERS

25

Total activities

43.15

Total hours of family engagement

164

Regular attendee family members participated

## B. OVERVIEW OF CENTERS

### Adams Elementary – Yakima, WA

Grades K-5

#### Summer Program (Hybrid Program)

- Operated June 26, 2023 – August 04, 2024 for 29 program days
- Served 130 students operating 8:30 AM to 12:30 PM Monday – Friday
- Special Focus: DaVinci Camp, Kinder Pirates, Rockin Robots



Low-income



Minority



ELL

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

- Operated September 28, 2023 – June 06, 2024 for 127 program days
- Served 300 students operating 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM

### McKinley Elementary – Yakima, WA

Grades K-5

#### Summer Program Program (Hybrid Program)

- Operated June 26, 2023 – August 04, 2024 for 29 program days
- Served 83 students operating 8:30 AM to 12:30 PM Monday – Friday
- Special Focus: DaVinci Camp, Kinder Pirates, Rockin Robots



Low-income



Minority



ELL

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

- Operated September 28, 2023 – June 06, 2024 for 123 program days
- Served 132 students operating 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM

### Ridgeview Elementary – Yakima, WA

Grades K-5

#### Summer Program Program (Hybrid Program)

- Operated June 26, 2023 – August 04, 2023 for 29 program days
- Served 41 students operating 8:30AM to 12:30 PM Monday – Friday
- Special Focus: DaVinci Camp, Kinder Pirates, Rockin Robots



Low-income



Minority



ELL

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

- Operated September 28, 2023 – June 06, 2023 for 122 program days
- Served 150 students operating 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Writing, Math, Social Emotional Learning, Reading, Art, and STEM

## C. IMPLEMENTATION

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

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

### Attendance – All Centers 2023-24

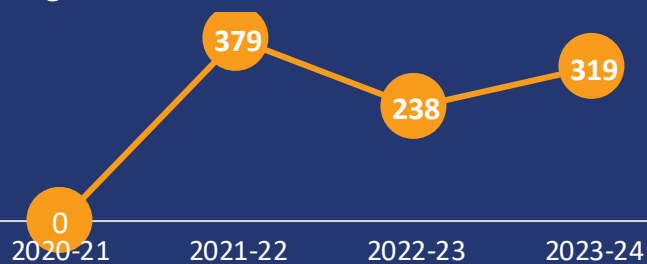
Youth Participation Levels Grant Wide						Total 30+ days 319
Day Range	1-15	16-29	30-59	60-89	90+	
Student #	191	100	267	49	3	Total Served 610
Student %	31%	16%	44%	8%	1%	

The coronavirus impacted how afterschool centers operated. All centers turned to hybrid programming in order to offer academic enrichment services. Hybrid programming opened new opportunities for centers to serve more youth and families all while being flexible with program operations. As a result, participation and retention numbers are slowly increasing. The goal of serving 272 students for 30 or more days across all centers was not met. Research has found that attending 30 days or more of programming positively impacts learning.

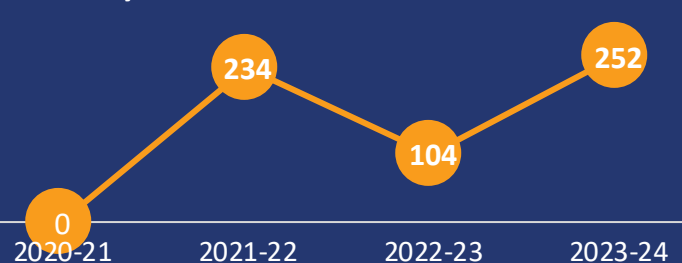
### Family Members Served Grant Wide (Goal\*: 150 members)

Served 252 Members

#### Regular Attendees Served Year 4 Attendance

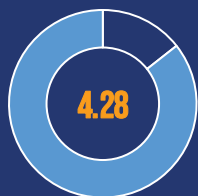


#### Family Members Served Year 4 Attendance



### Program Quality Assessment 2023-2024

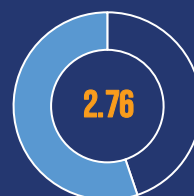
Scale 1-5 (Best Practice)



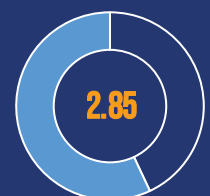
Safe Space



Supportive Environment



Interactive Environment



Engaging Environment

## D. STATE AND LOCAL OUTCOMES

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

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

### Grant Outcomes

These outcomes were measured during the 2023- 2024 program year

Student Performance Outcomes	Target	Actual
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	100%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	66%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	60%
Regular attending students will increase Math skills as measured by Grades quarterly and annually	75%	66%
Regular attending students will demonstrate a growth mindset	80%	92%
Regular attending students will demonstrate interpersonal skills	80%	80%
Regular attending students will demonstrate self-regulation skills	80%	84%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	80%
Self and external observations will be completed, scored and entered into Scores Reporter	100%	100%
Staff will attend the Live Planning with Data training to review scores	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	80%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session	75%	21%

### SUGGESTED IMPROVEMENTS

**Data Entry/ Editing:** Data entry should be a team effort between the Director, Site Coordinators, and the ESD Data Manager. A monthly data pull is recommended. RGI also recommends that daily program participant attendance be entered into the EZ Reports Database and a monthly data entry into the Washington 21st CCLC Data Portal.

**Family Engagement:** It is important to provide a minimum of 2 hours of services to families and track attendance on a monthly basis. The grant included assessing the educational levels of family members participating in workshops/activities as well as offering educational workshops/activities to parents of regular attendees. As a follow-up to providing family services, it is recommended that the program survey family members immediately.

**Staff Development and Program Quality:** The Social Emotional Learning Tool is a foundation to program quality. It is recommended staff attend, PQA Basics as well as continue participating in the Quality to Pathways Series, Youth work Methods, and Positive Behavioral Intervention Supports. If attending trainings is not possible, reviewing the recorded webinars as a team is recommended. Due to the long-term effects of the pandemic, staff are encouraged to participate in Trauma informed and ACES training to better support youth and families.

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

OUT OF SCHOOL: COHORT 17

ESD | FACT SHEET | 2023-2024

Yakima School District

\*Produced by RGI Corporation

## GRANTEE PARTNERS

Educational Service District 105

Yakima School District

Enterprise for Progress in the Community

## MAP



## OPERATED 3 AFTER SCHOOL CENTERS IN YEAR FOUR

### Adams Elementary



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

### McKinley Elementary



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

### Ridgeview Elementary

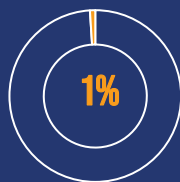


Summer: 8:30 AM – 12:30 PM  
After School: 3:15 PM – 5:15 PM

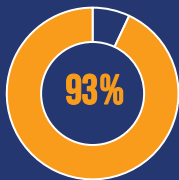
## STUDENT DEMOGRAPHICS



Low-income



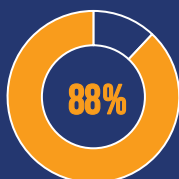
Special Ed.



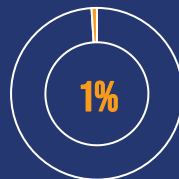
Minority



ELL



Hispanic



Homelessness

## ACTIVITIES

- ELL Support
- Art
- Math
- Community Building
- Academic Support
- STEAM
- Literacy
- Youth Leadership
- Science
- Social Emotional Learning

## FINDINGS

**610** Youth served

Served Youth in grades **K-5**

**52%** Regular Attending program youth

Met **117%** of Regular Attendee goal

### III. Adams Elementary School

#### A. Summary

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

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

#### a. Strengths & Successes

During an end-of-year interview, Coordinator Margaret DeLong reflected on several key successes of the program. One notable achievement was the involvement of student helpers—three students who served as helpers throughout the entire year. These students played an instrumental role in recruiting peers from their grade levels to participate.

The program also fostered strong connections with families. Many parents consistently attended family nights, and several have already expressed a keen interest in contributing to next year's program, showing their ongoing support and commitment.

Equally encouraging were the connections made with the students themselves. A significant number of students expressed excitement about returning to the 21st Century program in the fall and many have already expressed a desire to take on leadership roles as helpers, demonstrating their enthusiasm and dedication to the program's success.

#### b. Challenges & Barriers

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

Margaret DeLong also highlighted several challenges and barriers the program faced throughout the year. One of the primary hurdles was student registration. This was addressed by making personal phone calls to parents and speaking directly with students during the day to encourage them to sign up and attend. Another challenge was ensuring strong Family Night attendance. To overcome this, the program sent home reminders, made phone calls to families, and utilized Parent Square to keep families informed and engaged.

Student attendance also posed a challenge. To combat this, the program relied on consistent communication, including phone calls to parents and notifications through Parent Square, to remind families about the importance of regular attendance. A significant barrier the program faced was the lack of transportation, which limited the number of students who could participate. Without a transportation option, some families struggled to attend regularly, which ultimately impacted overall participation in the program.

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

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

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

Yakima School District is a mid-size and high-need school district with one of the most diverse student populations in the state. EPIC is a community-based organization that provides a range of Head Start and early childhood educational services to children and families. EPIC will be a key partner at our Yakima target schools providing a range of educational services to families. The COVID-19 pandemic has changed the way supports were offered during the 2022-2023 program year and continued to impact in the 2023-2024 program year.

## B. Logic Model

With the newly implemented Evaluation Guidelines, Logic Models are now required to be created annually and for each individual center. A meeting was held in July 2024 with the Site Director to develop the 2024-2025 Logic Model. The 2024-25 program year Logic Model was created keeping in mind the changes program saw as necessary to accomplish, while also addressing the needs of program for the year. Following the meeting, RGI Evaluator emailed the coordinator a copy of the models created so all parties could review what was discussed, follow up on, and edits could be made. The template used for the models was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21<sup>st</sup> CCLC programs.

The goal is for this document to be revisited by the Adams site team throughout the year to reflect on progress and plans towards goals and outcomes. While the planning team was small this year, it is recommended that the entire staff team joins in creating the next Logic Model. The 2024-25 Logic Model is available in the Appendix.

## V. Process Evaluation Plan & Results

### A. Process Evaluation Plan

As stated in the OSPI Local Evaluation Guidelines, “**Process Evaluation** focuses on how the program is being implemented”. This section reviews the program and staff’s efforts of implementation in terms of adherence to the grant proposal, program exposure, quality, and participant engagement.

### B. Process Evaluation Results

RGI reviewed the year’s operations, population served, activities, transportation, and program quality to measure level of implementation and alignment to the grant. The following was found:

#### a. Operations

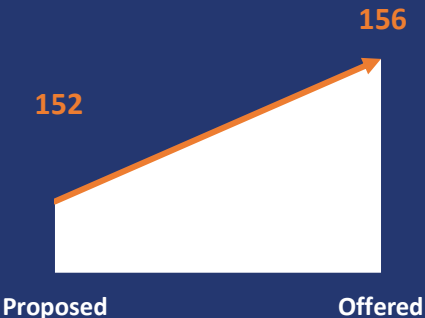
*Summer 2023 Program:* The program year began with a summer session on June 26, running for 29 days until August 04, 2023. Summer program was hybrid and operated Monday through Friday from 8:30 AM to 12:30 PM for a total of 20 hours each week. In the grant application, a six-week summer program 4 days per week was proposed. This resulted in a goal of hosting 24 days of summer program, which was met.

*School Year 2023-24 Program:* The school year program operated a hybrid program for 127 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 four days per week for 32 weeks during the school year, totaling 128 days of program. Adams proposed a program year that operated for a total 128 days and did not meet the target goal. Through hybrid programming the Adams 21<sup>st</sup> Century site met **99%** 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.



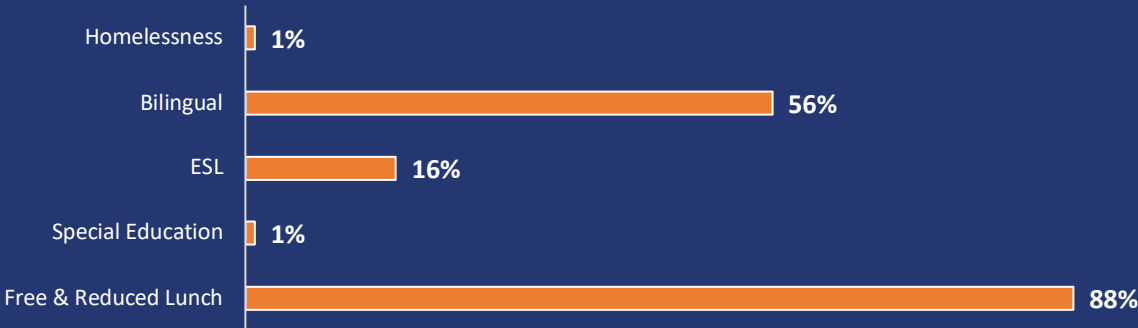
### Available Program Days Summer & School Year



**356.5**  
Program Hours  
Served

### b. Serving the Target Population

#### Population Served Demographics



*Recruitment & Retention:*

During both the Summer and School Year programs, Adams Elementary employed a variety of strategies to recruit students for the 21st Century program. These included distributing registration forms sent home with students, sending timely notifications through Parent Square, and proactively reaching out to families with phone calls to inform them about the program and its benefits. These efforts ensured that all families were well-informed and encouraged to participate in the enriching opportunities offered.

### c. Activities

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

*Summer Activities Offered:*

Activity Packets
DaVinci Camp- Activities included SEL, Math, Reading, and Create Time Kinder Pirates- Activities included SEL, Math, Reading, and Create Time. Rockin Robots- Activities included SELMath, Reading, 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 Minnows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel Time to Share Homework Help	Theme: Super Powers Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minnows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel Time to Share Homework Help	Theme: Unleash you Wild Side Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minnows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel Time to Share Homework Help

**d. Transportation**

The Adams 21st Century Program did not have the resources to provide transportation for participants. As a result, students were either picked up by parents or guardians at the end of the program or made their way home on foot. This arrangement required families to coordinate pick-up schedules, while some participants navigated their journey independently.

**e. Program Quality Assessment**

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

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

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



## VI. Outcome Evaluation Plan & Results

### A. Outcome Evaluation Plan

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

### B. Outcome Evaluation Results

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

a. Attendance

Youth Participation Levels Program-wide

Total Served: 304      Total 30+ days: 143      Goal: 112

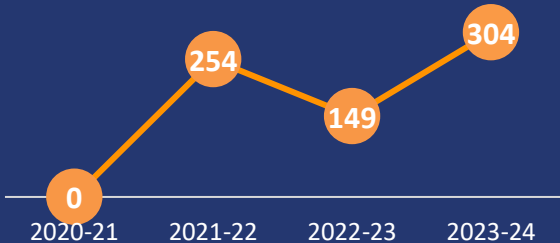
1-15 days   16-29 days   30-59 days   60-89 days   90+ days

Student %	43%	10%	39%	7%	1%
Student #	131	30	118	22	3

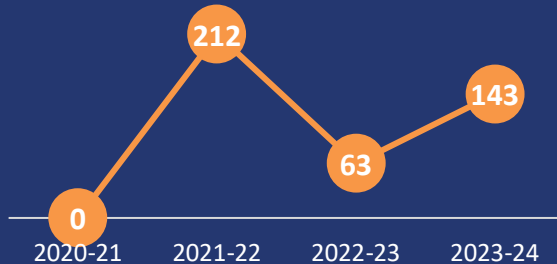
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities and achieve the target program days proposed, program offered some hybrid opportunities. As a result, the Adams Program, participation and retention increased and was met. A larger number of students were able to access program services. Attendance was most prevalent between 1 to 15 days. Regular attendees accounted for 47% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

On the following charts is a review of the total youth and regular attendees served over the last four years.

Youth Served 4 Year Attendance

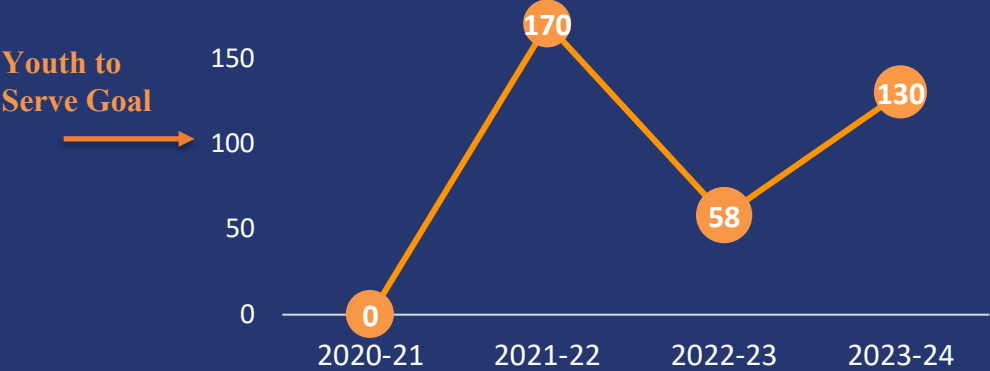


Regular Attendees Served 4 Year Attendance



As part of the Summer Program, the Adams 21st Century site served 130 youth. The goal of serving 100 students during the summer was met and exceeded. The program achieved 130% of this goal. Due to the timeline of the Cohort 17 grant competition, year one of the grant was considered to be in 2020-2021 (January 2021 through May 2021). During year one, all program planning was done for year two. The grant's fourth year began with 2023 Summer Program. Below is a chart illustrating how many youth were served during each summer program.

### Youth Served in Summer Program



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

Served 95 Family Members

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

	Event Name	Number of Sessions
<b>8 Family Events Offered</b>	Pippins Game	1
	Open House	1
	Parent Robot Night Make & Take	1
	Parent STEM Night- Ozobots	1
	Healthy Youth Healthy Families	1
	Earth Day Family Night	1
	Trunk or Treat	1
	Literacy Night	1

Of the 95 family members served, 75 were family members of regular attendees. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities-workshops in each session.* From the total number of regular attendee family members 25 (33%) attended four or more educational events. It was not possible to achieve the objective because of external factors. Program will focus on offering more family engagement nights during the upcoming program as well as doing more outreach to connect with families.

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

### Regular Attending Family Members Attendance



Over the course of 12 months, the program offered a total of 16.5 hours of family engagement, averaging approximately 1 hour and 22 minutes per month. While various activities were provided to foster family involvement, the program fell short of meeting the required family engagement standard. According to the Cohort 17 Request for Proposal, 21st Century programs are required to provide a minimum of 2 hours of family engagement per month. As a result, the program did not fulfill this 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 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 state testing timeline was significantly disrupted by the COVID-19 pandemic, which impacted the program's ability to utilize state data to measure proficiency gains in reading and math during the statewide school closures. As part of the ESD 105 21st CCLC Program's goals, several measurable outcomes focused on assessing "increases in academic achievement" in these areas. However, due to the disruptions, these outcomes were primarily measured using local data rather than state assessments. The program will continue to rely on local assessments for the remainder of the grant cycle. Additionally, the grant originally outlined the use of MAP Assessments to measure academic progress in reading and math. However, since MAP Assessments are no longer used by the district, an alternative assessment will now be employed to track academic growth.

The grant also included measuring student behaviors through the Youth Skills and Belief Survey. Unfortunately, the 2020 survey was canceled, and changes to the Spring 2021 and Spring 2022 surveys further complicated this process. As a result, the Youth Skills and Belief Survey has been replaced with a new tool for evaluating student behaviors and attitudes.

Furthermore, the program aimed to measure family engagement and knowledge through attendance at family events and surveys. These surveys were distributed to participating families at the end of the year to assess their involvement and feedback.

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

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

<b>Grant Outcomes</b>			
These outcomes were measured during the 2023- 2024 program year			
<b>Student Performance Outcomes</b>	<b>Target</b>	<b>Cohort Average</b>	<b>Adams</b>
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	100%	100%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	66%	91%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	60%	53%
Regular attending students will increase Math skills as measured by Grades quarterly and annually	75%	66%	91%
Regular attending students will demonstrate a growth mindset	80%	92%	96%
Regular attending students will demonstrate a growth interpersonal skills	80%	80%	87%
Regular attending students will demonstrate a growth self-regulation skills	80%	84%	89%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	80%	83%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	100%
Staff will attend the Live Planning with Data training to review scores	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	80%	*
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities-workshops in each session	75%	21%	33%
<p><i>* Indicates too small of a response group to provide analysis</i>  <i>Achieved outcomes are listed in orange</i></p>			

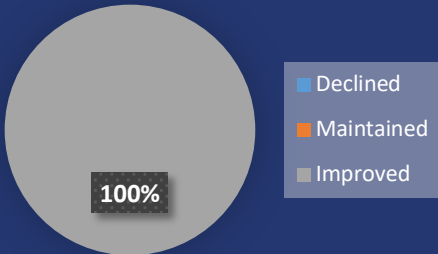
Local Academic Data:

RGI Corporation utilized data results for students who attended the program 30 days or more to demonstrate the research that attending a program for 30 days or more has more impact on youth. RGI reviewed three academic measures to assess the program’s impact on student academic achievement in Reading and Math. In working with the ESD 105 Director too identify appropriate measures to assess student academic gains, the program selected to use **Dibels**, **Amplify Lectura**, and **FastTrack Math Assessment** data.

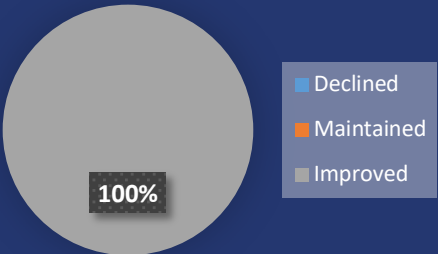
The Adams 21<sup>st</sup> Century program submitted Dibels Assessment scores for reading using Fall 2023 and Spring 2024 data. Of the 115 reading scores analyzed by RGI Corporation; 115 (100%) youth improved their reading scores. Of the 34 Amplify Lectura Assessment scores analyzed: 34 (100%) youth demonstrated improvement. The Dibels Composite scores, beginning of the year and an end of year benchmark review was also conducted.

The following charts illustrate the academic results in reading:

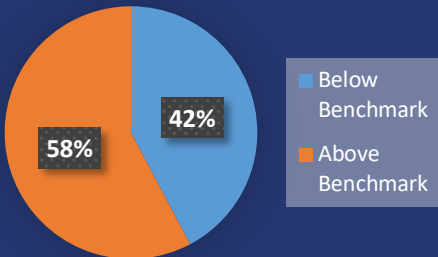
Dibel Assessment Scores



Amplify Lecutura Scores

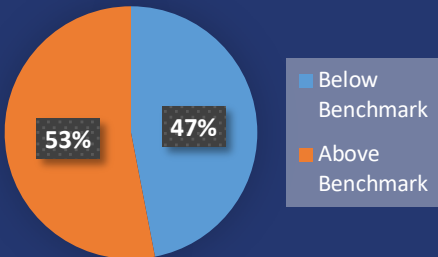


Beginning of the Year- Dibels Composite Scores



Number of Youth: 116  
Goal: 306  
Score Range: 238 to 411  
Average: 316

End of Year- Dibels Composite Scores

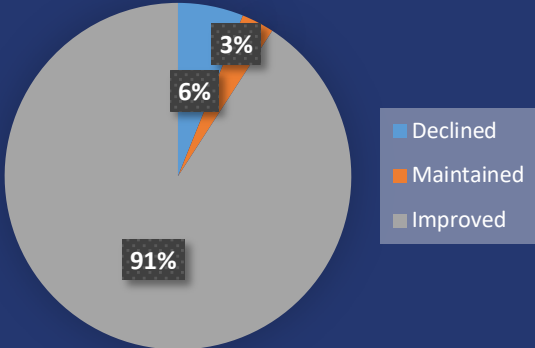


Number of Youth: 115  
Goal: 420  
Score Range: 326 to 534  
Average: 424

The Adams 21<sup>st</sup> Century program submitted Fast Track Math Assessment scores for Math using Fall 2023 and Spring 2024 data. Of the 131 Math scores analyzed by RGI Corporation: 119 (91%) youth improved Math academic achievement, 8 youth declined Math scores, and 4 maintained their math scores.

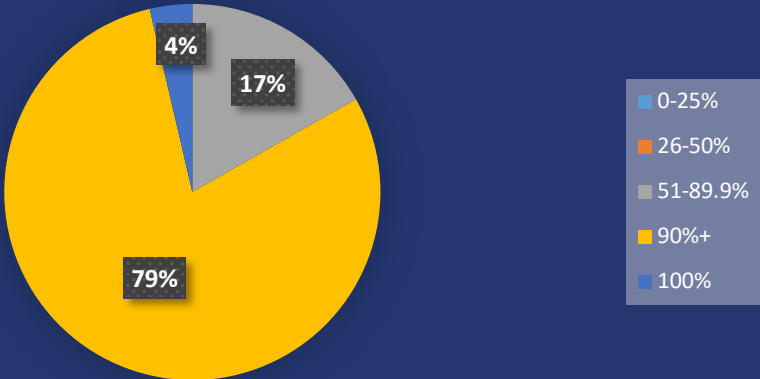
The following chart illustrates the academic results in Math:

### FastTrack Math Assessment Scores



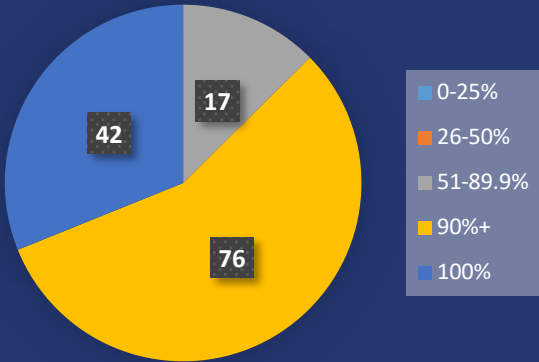
School-day attendance annual records for 137 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees 23 had a daily school-day attendance rate of 51%- 89.9%, 109 students had 90% or greater attendance rate, and 5 students had a 100% daily school attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

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

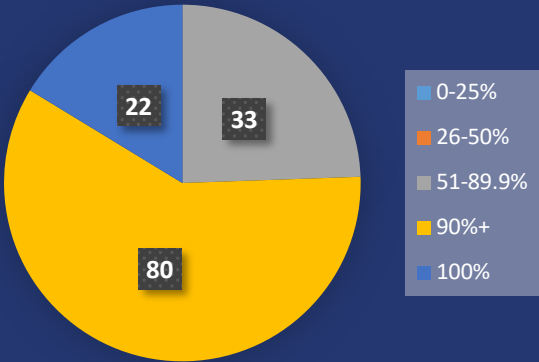


A review of quarterly attendance records was also conducted at the end of the year. The school year at Adams Elementary is divided into four trimesters: Trimester 1, Trimester 2, Trimester 3, and Trimester 4. The following charts display the number of youth in each attendance rate set for regular attending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

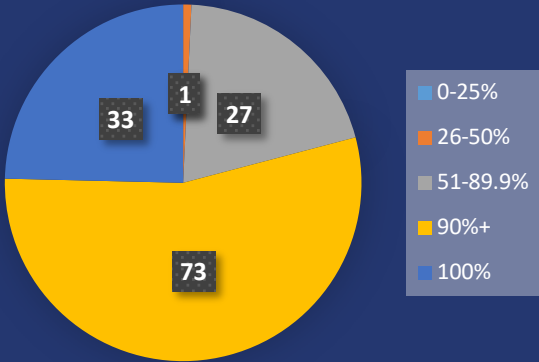
**Trimester 1- Regular Attending Students School Day Attendance Rate**



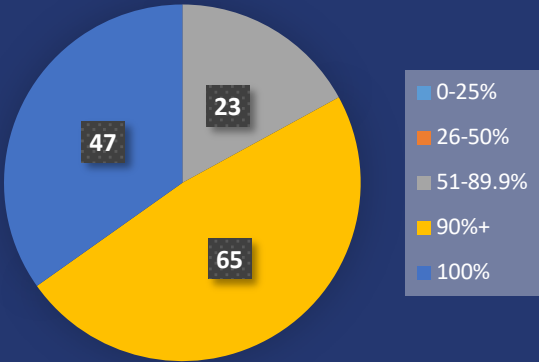
**Trimester 2- Regular Attending Students School Day Attendance Rate**



**Trimester 3- Regular Attending Students School Day Attendance Rate**



**Trimester 4- Regular Attending Students School Day Attendance Rate**



**c. Student Behaviors and Attitudes**

*RGI Youth Feedback Survey:*

A goal of this 21<sup>st</sup> CCLC Program is to improve student behavior and life skills development, specifically to “*demonstrate a growth mindset, interpersonal, and self-regulation skills*”. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and Belief Survey. The purpose of the youth feedback survey is to assess positive student behavior on three scales: growth mindset, interpersonal skills, and self-regulation skills. Youth can respond Yes or No for each statement. The total responses with Yes for each statement were then calculated to determine the total percentage for each behavior scale. Over the course of the program year, 53 regular attendees completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered Very True or Most of the Time True
<b>Growth Mindset</b>	<i>This program helped me try new things.</i>	<b>98%</b>
<b>Interpersonal Skills</b>	<i>I listen to other people’s ideas</i>	<b>87%</b>
<b>Self-Regulation Skills</b>	<i>I learned that my feelings affect how I do in class.</i>	<b>90%</b>

**d. Family Engagement**

*Family Survey:*

As part of the grant a family survey was developed. The purpose of the survey is to measure the level of services being provided. The survey also assesses the knowledge levels developed as a result of the family offerings being provided to the parents and other family members of the participants. A total of 4 family surveys were submitted by the Adams 21<sup>st</sup> Century site. The number of surveys submitted is too low for analysis. Therefore, the data will not be reviewed.

RGI recommends that the Adams Program develop a clear and achievable plan for administering and collecting Family Surveys during the 2023-2024 program year. By actively gathering more feedback from family members, the program will gain valuable insights into areas for improvement and better understand the specific needs of the families it serves. This information will be essential for refining the program and ensuring it continues to meet the evolving needs of participants and their families.



<b>e. Community Collaborations</b>		
<b>Donated Items Categories</b>	<b>Organizations/ Individuals</b>	<b>Amount \$</b>
Activities/Events and corresponding materials	Yakima Community Coalition, Yakima Valley Pippins	<b>\$4,500.00</b>
Donated Materials	IAL Grant	<b>\$4,000.00</b>
Volunteers & Staffing	JM Perry	<b>\$2,250.00</b>
Other	-	-
<b>Total Contributions for the 2023-24 year</b>		<b>10,750.00</b>

## VII. Appendix

### A. Program Recommendations

**Attendance/ Retention:** During the fourth year, the program did meet the goal to serve 112 regular attendees, however they did serve 131 youth who attended 1-15 days. As the staff begin the final program year, it is recommended recruitment efforts are continued, but with a focus on retention. RGI recommends staff consistently check-in with youth that have 1-29 days of attendance to ensure they continue to attend offerings. It is likely that youth motivation and participation will increase if a safe, fun, and hands-on learning environment is provided therefore implementing youth voice and choice is also recommended.

**Data 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.

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

## **B. Resources**

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

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

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

*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](#)
-

C. Center-based Logic Model

2024-2025 Logic Model- Adams Elementary School					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>Entering its 5th year at Adams Elementary, the after-school program is committed to expanding its impact. This year, the program will focus on: <b>Increasing Recruitment Efforts:</b> To support more students, the program will intensify its recruitment initiatives. <b>Hiring a 21st Century Coordinator:</b> An in-house Coordinator will be recruited to build and strengthen partnerships with Adams staff and integrate the program more effectively with school initiatives. These efforts aim to better address the needs of youth and families by fostering robust, collaborative relationships that enhance the overall educational experience.</p>	<p>Increase recruitment efforts</p> <p>Hire an in-house 21<sup>st</sup> Coordinator from the Adams School Building</p> <p>Hire a bilingual staff member</p> <p>Continue building community and school partnerships</p>	<p>ESD Team</p> <p>ESD Data Manager- Yvonne Avalos</p> <p>Adams 21<sup>st</sup> Century Staff</p> <p>Adams School Staff</p> <p>Funding 21<sup>st</sup> Century Supplemental</p> <p>Partnerships IAL Grant Perry Tech Pacific Northwest University Central Washington University</p> <p>ESD Development Curriculum PCS Edventures Math 4 Love</p> <p>Materials Keva Planks Legos Books Art/ STEM Supplies</p>	<p>Coordinator will attend the Adams Open House in the Fall to increase program awareness and recruit youth. The Coordinator will also share program and school resources during the event.</p> <p>Program staff will use Parent Square to announce program enrollment dates to all Adams School Building families.</p> <p>ESD Administration Team will meet with Adams School Principal in August to gather recommendations on potential in-house Coordinators candidates to hire prior to school year.</p> <p>ESD Administration Team will post a bilingual staff position in August recruiting for the Adams program.</p> <p>Program staff will offer ELL students in grades K-2 learning supports.</p> <p>Program in partnership with different organizations will provide at least one family engagement night focused on: Finances, Drug Awareness, Mental Health.</p>	<p>Families and youth who attend the open house will learn about the program and will register to attend 21<sup>st</sup> Century.</p> <p>All families who receive and use Parent Square will be aware of program enrollment dates. Program will be able to recruit at least 30 youth each session.</p> <p>The Adams school principal will share names of possible candidates that fit the 21<sup>st</sup> Century Coordinator responsibilities. ESD Administration will then plan on how to proceed with the hiring process and hire a Coordinator.</p> <p>The hiring process will begin in August and one bilingual staff member will be hired to join the 21<sup>st</sup> century Team.</p> <p>The Bilingual staff member will be supportive of ELL students and help them transition in learning a second language.</p> <p>Participating families will increase educational and skills around finances, awareness, and coping skills.</p>	<p><b>Youth Recruitment and Resource Sharing:</b> Program staff will attend Adams Open House in the Fall to recruit youth and share program resources.</p> <p><b>Youth Enrollment:</b> Staff will enroll at least 30 youth per grade band session.</p> <p><b>Coordinator Hiring:</b> ESD Administration will collaborate with the Adams School Principal to plan for hiring a Coordinator from the current school team.</p> <p><b>Bilingual Staff Recruitment:</b> ESD Administration will recruit and hire a bilingual staff member to support English Language Learner (ELL) students.</p> <p><b>Family Engagement:</b> The program will partner with community organizations to host at least one family engagement education night covering Finances, Drug Awareness, and Mental Health.</p>

### III. McKinley Elementary School

#### A. Summary

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

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

#### a. Strengths & Successes

During an End of Year Site Interview, Coordinator Yakare Garduno reflected on several notable successes in the fourth year of the grant program. One of the first successes highlighted was the significant growth in math skills among first-grade participants. This was especially rewarding, as it demonstrated that the program's math lessons were effectively supporting and strengthening students' learning, contributing to their academic development.

Another key success was the program's consistent focus on Social and Emotional Learning (SEL). Daily SEL activities not only helped students build essential social and emotional skills but also fostered positive engagement. The youth responded enthusiastically, staying actively involved throughout the sessions. This consistent engagement, combined with the variety of activities offered, contributed to improved interactions among participants, enhancing their overall experience in the program.

#### 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.

While the program experienced several successes, it also faced multiple barriers that impacted its implementation. One of the most significant challenges was the lack of a dedicated classroom space for students. Without a set classroom, staff were unable to prepare in advance for larger projects, often having to set up during the actual activity time. This led to inefficiencies and created a rushed environment for both staff and students.

Another related issue was the use of the gym as a makeshift classroom. The gym, which was shared by multiple groups, presented logistical difficulties. With several activities taking place in the same space, it was often challenging to arrange materials or provide the individualized attention students needed. The noise and crowded conditions sometimes made it hard for staff to communicate effectively with students, further hindering the learning experience.

Additionally, the complexity of some projects posed another challenge. While staff would teach the lessons as planned, the reading or academic components sometimes took up the majority of the activity time, leaving little room for students to engage in hands-on learning. As a result, many students were unable to complete their projects in the same session, which seemed to affect their sense of accomplishment and engagement. This gap between instruction and hands-

on activity left some students frustrated, as they didn't have the opportunity to finish their projects within the day.

### c. Recommendations and Next Steps

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

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

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

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

## IV. Program Overview

### A. Theory of Change

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

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

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



The COVID-19 pandemic has changed the way supports were offered during the 2021-2022, 2022-2023 program year and 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 2024 with the Site Director to develop the 2024-2024 Logic Model. The 2024-25 program year Logic Model was created keeping in mind the changes program saw as necessary to accomplish, while also addressing the needs of program for the year. Following the meeting, RGI Evaluator emailed the coordinator a copy of the models created so all parties could review what was discussed, follow up on, and edits could be made. The template used for the models was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21<sup>st</sup> CCLC programs.

The goal is for this document to be revisited by the McKinley site team throughout the year to reflect on progress and plans towards goals and outcomes. While the planning team was small this year, it is recommended that the entire staff team joins in creating the next Logic Model. A full 2024-25 Logic Model is available in the Appendix.

**V. Process Evaluation Plan & Results**

**A. Process Evaluation Plan**

As stated in the OSPI Local Evaluation Guidelines, “**Process Evaluation** focuses on how the program is being implemented”. This section reviews the program and staff’s efforts of implementation in terms of adherence to the grant proposal, program exposure, quality, and participant engagement.

**B. Process Evaluation Results**

RGI reviewed the year’s operations, population served, activities, transportation, and program quality to measure level of implementation and alignment to the grant. The following was found:

**a. Operations**

*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 hybrid and 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 six-week summer program five days per week, was proposed. This resulted in a goal of hosting 30 days of summer program, which was not met.

*School Year 2023-24 Program:* The school year program operated a hybrid program for 123 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 four days per week for 32 weeks during the school year, totaling 128 days of program. McKinley proposed a program year that operated for a total 128 days and did not meet the target goal. Through hybrid programming the McKinley 21<sup>st</sup> Century site met **96%** 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.

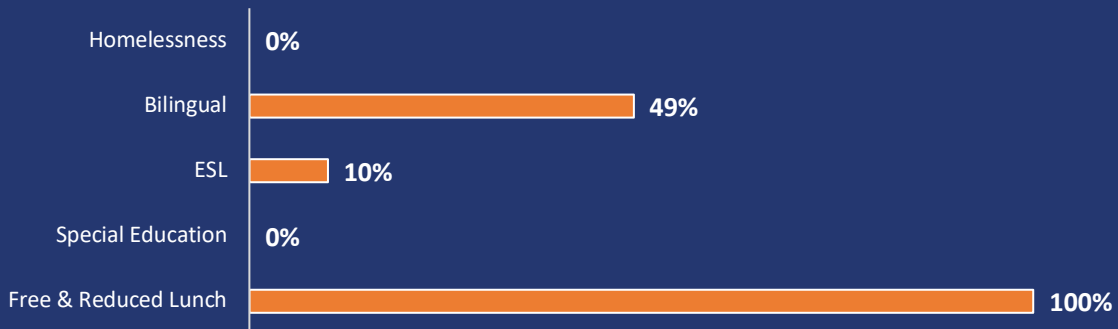
**Available Program Days**

Summer & School Year



**b. Serving the Target Population**

**Population Served Demographics**



**Recruitment & Retention:**

During both the Summer and School Year programs, McKinley Elementary implemented a variety of strategies to effectively recruit students. Coordinator Garduno took a proactive approach by posting informative flyers throughout the school and surrounding community, as well as sending out detailed Parent Square messages to keep families informed about the program and key registration dates. These efforts ensured that families were well-aware of the opportunities available and had the information needed to enroll their children in the program.

In addition to recruiting youth, the program placed a strong emphasis on retention. Throughout the year, intentional efforts were made to keep participants engaged and motivated, ensuring their continued involvement until the program’s conclusion. This focus on sustained engagement contributed to a positive outcome: the program successfully met its goal for regular attendance, demonstrating the effectiveness of its retention strategies.

**c. Activities**

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

*Summer Activities Offered:*

Activity's
DiVinci Camp- Activities included SEL, Math, Reading, and Create Time Kinder Pirates- Activities included SEL, Math, Reading, and Create Time. Rockin Robots- Activities included SEL, Math, Reading, 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 How do You Feel Time to Share Homework Help	Theme: Super Powers Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel All about emotions Time to Share Homework Help	Theme: Unleash your Wild Side Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel All about emotions Time to Share Homework Help

**d. Transportation**

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

**e. Program Quality Assessment**

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

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



**VI. Outcome Evaluation Plan & Results**

**A. Outcome Evaluation Plan**

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

**B. Outcome Evaluation Results**

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

**a. Attendance**

*Youth Participation Levels Program-wide*

Total Served: **150**

Total 30+ days: **93**

Goal: **80**

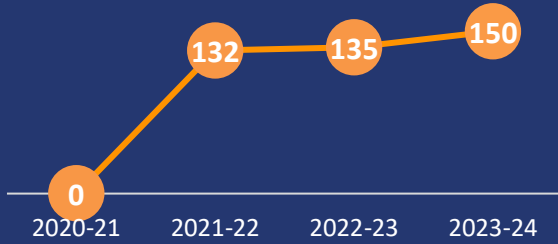
■ 1-15 days   ■ 16-29 days   ■ 30-59 days   ■ 60 -89 days   ■ 90+ days

Student %	18%	20%	52%	10%
Student #	27	30	78	15

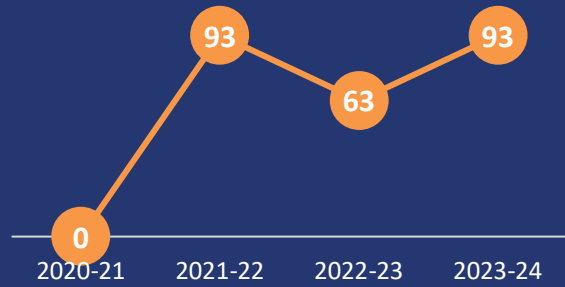
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities, the center turned to creative programming. As a result, the McKinley Program, participation and retention increased. A larger number of students were able to access program services, which resulted in reaching the regular attendee goal. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 62% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

On the following page is a review of the total youth and regular attendees served over the last four years.

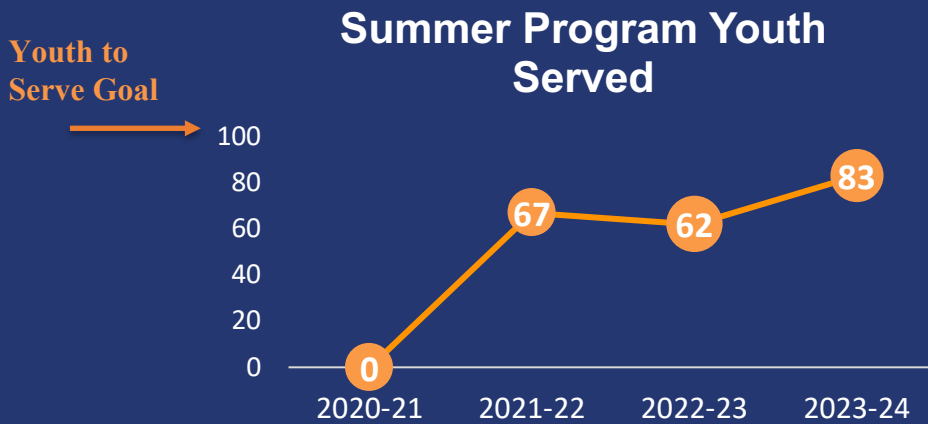
### Youth Served 4 Year Attendance



### Regular Attendees Served 4 Year Attendance



As part of the Summer Program, the McKinley 21st Century site served 83 youth. The goal of serving 100 students during the summer was not met. The program achieved 83% of this goal. Due to the timeline of the Cohort 17 grant competition, year one of the grant was considered to be in 2020-2021 (January 2021 through May 2021). During year one, all program planning was done for year two. The grant's second year began with Summer Program 2021 followed by Summer 2022 and Summer 2023. Below is a chart illustrating how many youth were served during each summer program.



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

Served 83 Family Members

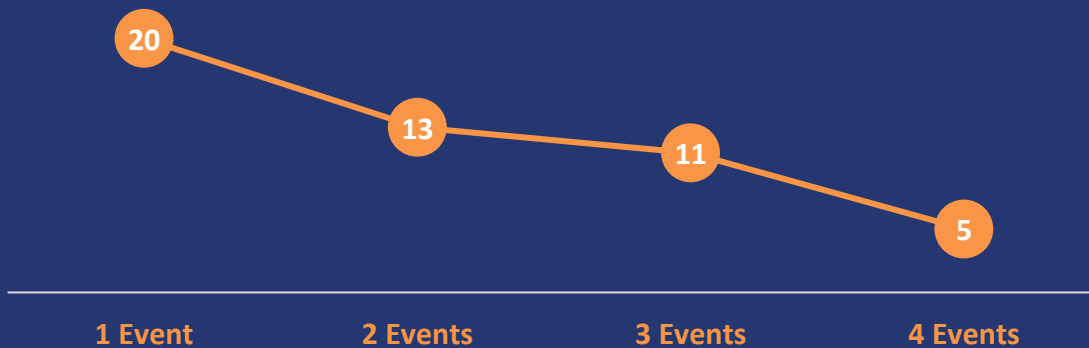
The McKinley Program held 8 family engagement events in its fourth year. Below is a list of all the events that were offered to family members of the McKinley Program participants.



8 Family Events Offered	Event Name	Number of Sessions
	Pippins Game	1
	Open House	1
	Harvest Event	1
	Winter Concert	1
	Family Movie Night	1
	Movie Night	1
	Parenting Class	1
	Musical Mavericks	1

Of the 83 family members served, 49 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session.* From the total number of regular attendee family members, 5 (10%) attended four or more educational events. It was not possible to achieve the objective however staff are committed to make this a focus during the upcoming year. The graph below shows the participation of family members of regular attendees.

### Regular Attending Family Members Attendance



Over the course of 12 months, the program offered a total of 15.5 hours of family engagement, averaging approximately 1 hour and 17 minutes per month. While various activities were provided to foster family involvement, the program fell short of meeting the required family engagement standard. According to the Cohort 17 Request for Proposal, 21st Century

programs are required to provide a minimum of 2 hours of family engagement per month. As a result, the program did not fulfill this 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.

### **b. Academic Achievement**

The state testing timeline was significantly disrupted by the COVID-19 pandemic, which impacted the program's ability to utilize state data to measure proficiency gains in reading and math during the statewide school closures. As part of the ESD 105 21st CCLC Program's goals, several measurable outcomes focused on assessing "increases in academic achievement" in these areas. However, due to the disruptions, these outcomes were primarily measured using local data rather than state assessments. The program will continue to rely on local assessments for the remainder of the grant cycle. Additionally, the grant originally outlined the use of MAP Assessments to measure academic progress in reading and math. However, since MAP Assessments are no longer used by the district, an alternative assessment will now be employed to track academic growth.

The grant also included measuring student behaviors through the Youth Skills and Belief Survey. Unfortunately, the 2020 survey was canceled, and changes to the Spring 2021 and Spring 2022 surveys further complicated this process. As a result, the Youth Skills and Belief Survey has been replaced with a new tool for evaluating student behaviors and attitudes.

Furthermore, the program aimed to measure family engagement and knowledge through attendance at family events and surveys. These surveys were distributed to participating families at the end of the year to assess their involvement and feedback.

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

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

<b>Grant Outcomes</b>			
<b>These outcomes were measured during the 2023- 2024 program year</b>			
<b>Student Performance Outcomes</b>	<b>Target</b>	<b>Cohort Average</b>	<b>McKinley</b>
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	100%	100%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	66%	13%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	60%	55%
Regular attending students will increase Math skills as measured by Grades quarterly and annually	75%	66%	13%
Regular attending students will demonstrate a growth mindset	80%	92%	86%
Regular attending students will demonstrate a growth interpersonal skills	80%	80%	82%
Regular attending students will demonstrate a growth self-regulation skills	80%	84%	73%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	80%	78%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	100%
Staff will attend the Live Planning with Data training to review scores	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	80%	*
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities-workshops in each session	75%	21%	10%
<p><i>* Indicates too small of a response group to provide analysis</i>  <i>Achieved outcomes are listed in orange</i></p>			

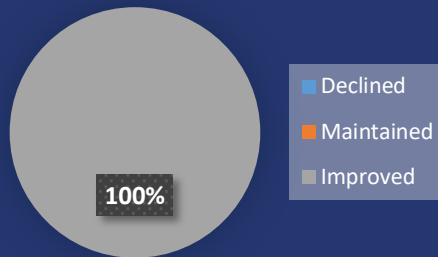
*Local Academic Data:*

RGI Corporation utilized data results for students who attended the program 30 days or more to demonstrate the research that attending a program for 30 days or more has more impact on youth. RGI reviewed three academic measures to assess the program’s impact on student academic achievement in Reading and Math. In working with the ESD 105 Director too identify appropriate measures to assess student academic gains, the program selected to use **Dibels**, **Amplify Lectura**, and **FastTrack Math Assessment** data.

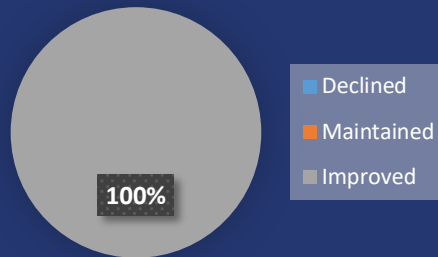
The McKinley 21<sup>st</sup> Century program submitted Dibels Assessment scores for reading using Fall 2023 and Spring 2024 data. Of the 80 reading scores analyzed by RGI Corporation; 80 (100%) youth improved their reading scores. Of the 8 Amplify Lectura Assessment scores analyzed: 8 (100%) youth demonstrated improvement. The Dibels Composite scores, beginning of the year and an end of year benchmark review was also conducted.

The following charts illustrate the academic results in reading:

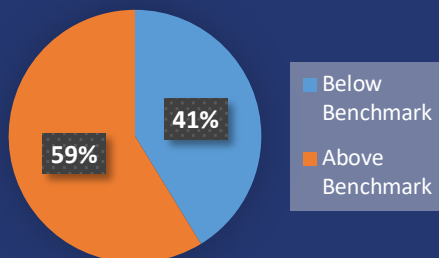
**Dibel Assessment Scores**



**Amplify Lecutura Scores**

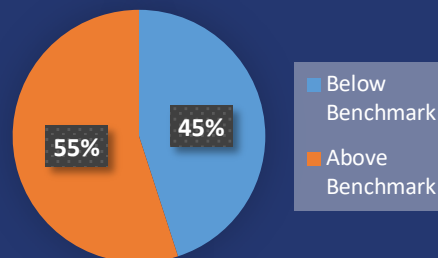


**Beginning of the Year-  
Dibels Composite Scores**



Number of Youth: 80  
 Goal: 306  
 Score Range: 260 to 409  
 Average: 316

**End of Year-  
Dibels Composite Scores**

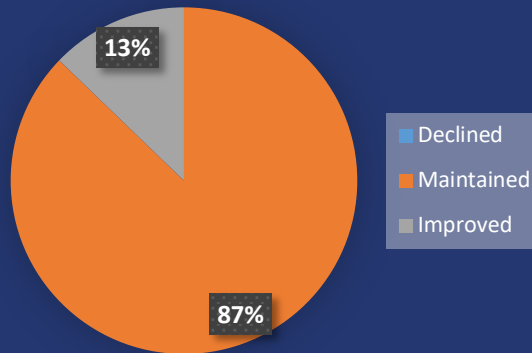


Number of Youth: 80  
 Goal: 420  
 Score Range: 342 to 526  
 Average: 425

The McKinley 21<sup>st</sup> Century program submitted Fast Track Math Assessment scores for Math using Fall 2023 and Spring 2024 data. Of the 86 Math scores analyzed by RGI Corporation: 11 (13%) youth improved Math academic achievement.

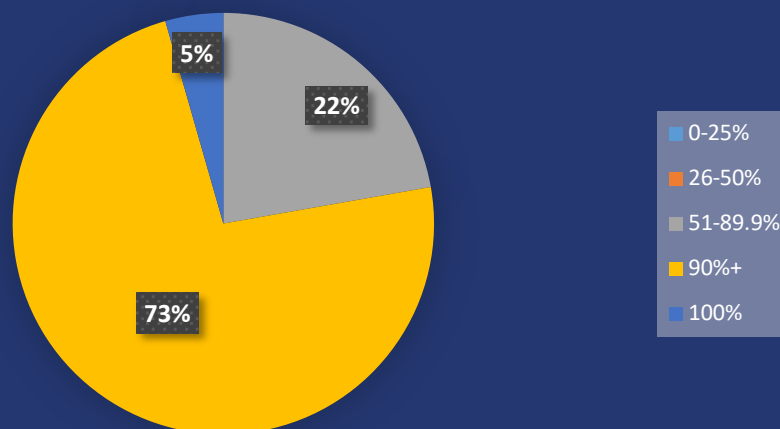
The following chart illustrates the academic results in Math:

### FastTrack Math Assessment Scores



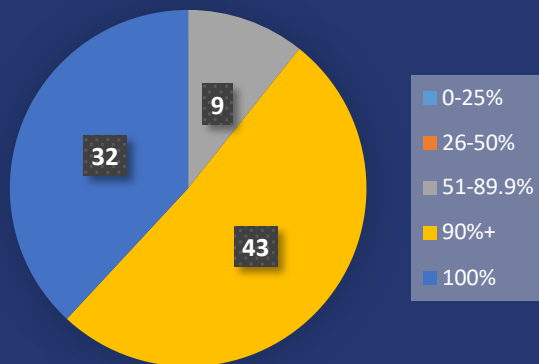
School-day attendance annual records for 90 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees 20 had a daily school-day attendance rate of 51%- 89.9%, 66 students had 90% or greater attendance rate, and 4 students had a 100% daily school attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

### 70 students had 90% or greater Attendance Rate

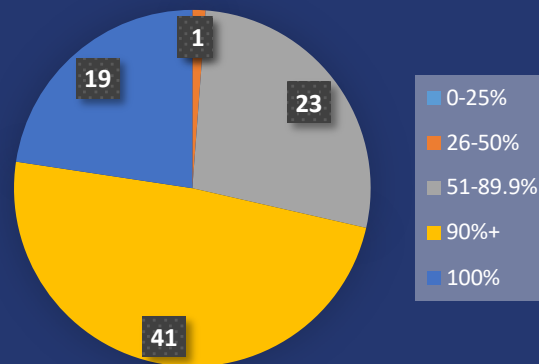


A review of quarterly attendance records was also conducted at the end of the year. The school year at McKinley Elementary is divided into four trimesters: Trimester 1, Trimester 2, Trimester 3, and Trimester 4. The following charts display the number of youth in each attendance rate set for regular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

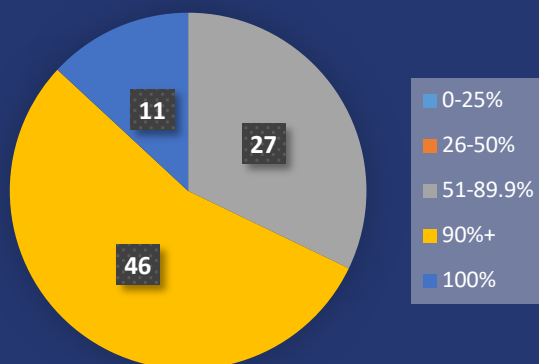
**Trimester 1- Regular Attending Students School Day Attendance Rate**



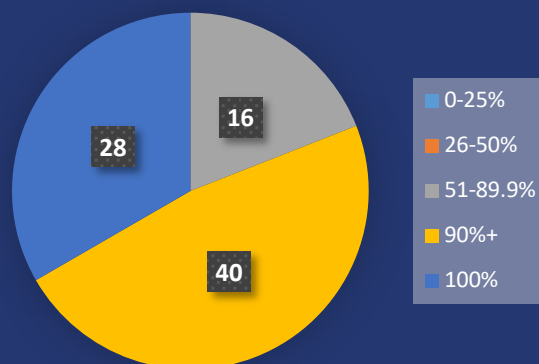
**Trimester 2- Regular Attending Students School Day Attendance Rate**



**Trimester 3- Regular Attending Students School Day Attendance Rate**



**Trimester 4- Regular Attending Students School Day Attendance Rate**



**c. Student Behaviors and Attitudes**

*RGI Youth Feedback Survey:*

A goal of this 21<sup>st</sup> CCLC Program is to improve student behavior and life skills development, specifically to “*demonstrate a growth mindset, interpersonal, and self-regulation skills*”. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and Belief Survey. The purpose of the youth feedback survey is to assess positive student behavior on three scales: growth mindset, interpersonal skills, and self-regulation skills. Youth can respond Yes or No for each statement. The total responses with Yes for each statement were then calculated to determine the total percentage for each behavior scale. Over the course of the program year, 37 regular attendees completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
<b>Growth Mindset</b>	<i>This program helped me try new things.</i>	<b>95%</b>
<b>Interpersonal Skills</b>	<i>I learned to work in a team.</i>	<b>92%</b>
<b>Self-Regulation Skills</b>	<i>This program has helped me learn how to be patient.</i>	<b>81%</b>

**d. Family Engagement**

*Family Survey:*

As part of the grant, RGI devised a family survey which was administered by the program team. In this survey, the goal was to assess the level of services provided to participants' parents and knowledge levels. A total of 6 family surveys were submitted by the McKinley 21<sup>st</sup> Century site. The number of surveys submitted is too low for analysis. Therefore, the data will not be reviewed.

RGI recommends that the McKinley Program develop a clear and achievable plan for administering and collecting Family Surveys during the 2023-2024 program year. By actively gathering more feedback from family members, the program will gain valuable insights into areas for improvement and better understand the specific needs of the families it serves. This information will be essential for refining the program and ensuring it continues to meet the evolving needs of participants and their families.



<b>e. Community Collaborations</b>		
<b>Donated Items Categories</b>	<b>Organizations/Individuals</b>	<b>Amount \$</b>
Activities/Events and corresponding materials	Yakima Valley Pippins, The Capital Theatre, Yakima Valley Farm Workers	<b>\$3,700.00</b>
Donated Materials	IAL Grant	<b>\$4,000.00</b>
Volunteers & Staffing	-	-
Other	-	-
<b>Total Contributions for the 2023-24 year</b>		<b>\$7,700.00</b>

## VII. Appendix

### A. Program Recommendations

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

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

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

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

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

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

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

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

## B. Resources

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

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

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

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

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

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

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

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

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

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

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

C. Center-based Logic Model

2024-2025 Logic Model- McKinley Elementary School					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>Strong partnerships with schools, families, and communities are vital for improving program quality and sustainability. These collaborations enhance student success and support lifelong learning. Research shows that active family and community involvement in after-school programs boosts resilience, youth development, and reduces high-risk behaviors. In its 5th year, the McKinley program will focus on increasing family engagement through targeted efforts and greater participation. Initiatives will include educational workshops and training to enhance adult skills. The program will continue to offer engaging, hands-on activities in Literacy and STEM to keep students involved and learning.</p>	<p>Increase family engagement attendance</p> <p>Provide educational and training workshops for Families</p> <p>Increase community partnerships to offer more Literacy and STEM activities</p> <p>Increase staff professional development opportunities</p>	<p>Program Coordinator Yakare Garduno E.</p> <p>McKinley Program Staff</p> <p>ESD 21<sup>st</sup> Century Team</p> <p>ESD Data Manager- Yvonne Avalos</p> <p>ESD 105 Program Director- Theresa Maier</p> <p>McKinley School Staff</p> <p>Funding 21<sup>st</sup> Century ESSER II Grant Community Donations</p> <p>Partnerships PNWU- STEM Activities JM Perry IAL Grant SNAP-ED</p> <p>Curriculum ESD 105 Curriculum PCS Edventure</p> <p>Material SEL supplies STEM supplies Art supplies Books</p>	<p>Program will provide monthly 2-hour family engagement opportunities.</p> <p>Program in partnership with different organizations will provide at least one family engagement night focused on: Finances, Drug Awareness, Mental Health.</p> <p>Program in partnership with JM Perry or PNWU will provide one STEM family engagement event each session.</p> <p>Program will host a Read Across America Night in March 2025. Participating families and youth will receive a passport book to go to different tables with literacy activities.</p> <p>Frontline Staff will receive online links to the Forum for Youth Investment and Weikart Center webinars. Staff will also receive information to archived webinars to further support program delivery and implementation.</p> <p>Staff will receive curriculum training prior to each grade band session and throughout the school year.</p>	<p>Families will have the opportunity to attend and learn new skills all while connecting with their youth.</p> <p>Participating families will increase their education, learn diverse skills, and how to cope with mental health positively.</p> <p>Participating families and youth will learn about STEM and spark interest in the STEM field.</p> <p>Participation in the literacy activity will not only raise awareness among families about how to better support their children but also introduce them to additional resources that can assist in achieving their literacy objectives.</p> <p>Staff will apply all the knowledge and skills learned during PD trainings into program. Participating staff will also feel comfortable facilitating activities.</p> <p>ESD 105 Team offers facilitators support through its theme-based curriculum. Participating staff enhance the delivery of activities. Staff also feel more prepared and gain more clarity on how to implement activities.</p>	<p><b>Family Engagement:</b> The program will engage a total of 65 family members throughout the year.</p> <p><b>Community Partnership:</b> The program will collaborate with community organizations to host at least one family engagement education night focusing on Finances, Drug Awareness, and Mental Health.</p> <p><b>STEM Activities:</b> The program will offer a STEM activity during each session, in partnership with JM Perry and/or PNWU.</p> <p><b>Family Literacy Night:</b> The program will host one Family Literacy Night, specifically for Read Across America.</p> <p><b>Professional Learning for Staff:</b> Program staff will participate in online professional learning sessions.</p> <p><b>Ongoing Professional Development:</b> ESD 105 will provide staff with continuous professional development on using theme-based curriculum.</p>



### III. Ridgeview Elementary School

#### A. Summary

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

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

#### a. Strengths & Successes

During an End of Year Site Interview, Coordinator Jessica Johnson reflected on several key strengths of the program. One of the most notable successes was the significant improvement in students' math skills, a direct result of the targeted math lessons and engaging learning activities provided throughout the year. Johnson also shared that students were not only eager to attend the program, but they consistently expressed excitement and enthusiasm about participating, a clear indicator of the program's positive impact.

In addition to the academic growth, the program saw success in fostering a love for reading. Students actively engaged with the group during reading sessions, demonstrating their increasing interest and involvement in the material.

Another standout achievement was the consistent implementation of Social and Emotional Learning (SEL) opportunities. Every day, students participated in activities designed to help them understand and express their emotions in healthy, constructive ways. This focus on SEL not only contributed to students' emotional growth but also helped create a positive, supportive environment where students could thrive both academically and personally.

#### 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 Johnson also reflected on several challenges that the site faced throughout the year. One of the most significant obstacles was the transition in leadership, as the site experienced a change in Coordinator at the end of the year. Johnson stepped into the role during the final session of the program, which made it difficult to quickly build trust with the students and establish strong relationships with the families. This timing also presented a challenge in familiarizing herself with the ongoing dynamics of the program.

Another notable challenge was the lack of a working phone at the site, which hindered regular communication with families. Without a reliable means of reaching out, it was difficult to keep parents informed and engaged, limiting the site's ability to maintain consistent contact.

Additionally, the program faced logistical issues, such as a shortage of snacks. This shortage created an uncomfortable situation, as there were not enough snacks to ensure all participants

were adequately provided for. This was particularly challenging for staff, who had to navigate the situation while maintaining a positive experience for students.

Finally, the site struggled with low participant recruitment and retention throughout the year. Despite efforts to engage families and students, the program saw lower-than-expected enrollment and faced difficulties in maintaining consistent attendance, which impacted overall participation and the program's long-term sustainability.

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

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

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

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

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

## **IV. Program Overview**

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

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

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



Yakima School District is a mid-size and high-need school district with one of the most diverse student populations in the state. EPIC is a community-based organization that provides a range of Head Start and early childhood educational services to children and families. EPIC will be a key partner at our Yakima target schools providing a range of educational services to families. The COVID-19 pandemic changed the way supports were offered during the 2022-2023 program year and will continue to impact program in the 2023-2024 year.

**B. Logic Model**

With the newly implemented Evaluation Guidelines, Logic Models are now required to be created annually and for each individual center. A meeting was held in July 2024 with the Site Director to develop the 2024-2025 Logic Model. The 2024-25 program year Logic Model was created keeping in mind the changes program saw as necessary to accomplish, while also addressing the needs of program for the year. Following the meeting, RGI Evaluator emailed the coordinator a copy of the models created so all parties could review what was discussed, follow up on, and edits could be made. The template used for the models was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21<sup>st</sup> CCLC programs.

The goal is for this document to be revisited by the Ridgeview site team throughout the year to reflect on progress and plans towards goals and outcomes. While the planning team was small this year, it is recommended that the entire staff team joins in creating the next Logic Model. the 2024-25 Logic Model is available in the Appendix.

**V. Process Evaluation Plan & Results**

**A. Process Evaluation Plan**

As stated in the OSPI Local Evaluation Guidelines, “**Process Evaluation** focuses on how the program is being implemented”. This section reviews the program and staff’s efforts of implementation in terms of adherence to the grant proposal, program exposure, quality, and participant engagement.

**B. Process Evaluation Results**

RGI reviewed the year’s operations, population served, activities, transportation, and program quality to measure level of implementation and alignment to the grant. The following was found:

**a. Operations**

*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 hybrid and 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 six-week summer program 4 days per week was proposed. This resulted in a goal of hosting 24 days of summer program, which was met.

*School Year 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, 2024. During that time, the program operated after school from 3:15 pm to 5:15 pm, for a total of 8 hours per week. The grant proposed to offer program four days per week for 32 weeks during the school year, totaling 128 days of program. Ridgeview proposed a program year that operated for a total of 128 days and did not meet the target goal. The Ridgeview 21<sup>st</sup> Century site met 95% of the grant goal.

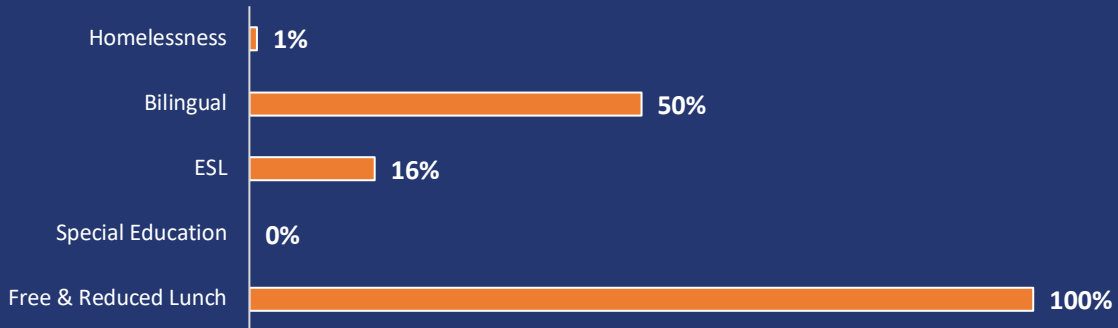
The program operations proposal for Summer and School Year combined is shown in the chart below, compared to the number of days that were offered at the site. To the right is the total number of program hours served entered into the EZ Reports Database System.

**Available Program Days**  
Summer & School Year



**b. Serving the Target Population**

**Population Served Demographics**



*Recruitment & Retention:*

This year, the program employed a comprehensive set of recruitment strategies to ensure maximum participation. The Coordinator took the initiative by sending registration forms home with students, making it easy for families to sign up. In addition, informational flyers were prominently displayed throughout the school building to capture the attention of parents and caregivers. To further engage families, staff followed up with personalized phone calls, offering reminders and answering any questions to ensure a smooth enrollment process. These combined efforts helped increase awareness and encourage greater participation in the program.

**c. Activities**

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

*Summer Activities Offered:*

Activity's
Divinci Camp- Activities included SEL, Math, Reading, and Create Time Kiinder Pirates- Activities included SEL, Math, Reading, and Create Time. Rockin Robota- Activities included SEL, Math, Reading, 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 Minnows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel Time to Share Homework Help	Theme: Super Powers Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minnows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel Time to Share Homework Help	Theme: Unleash your Wild Side Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minnows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel Time to Share Homework Help

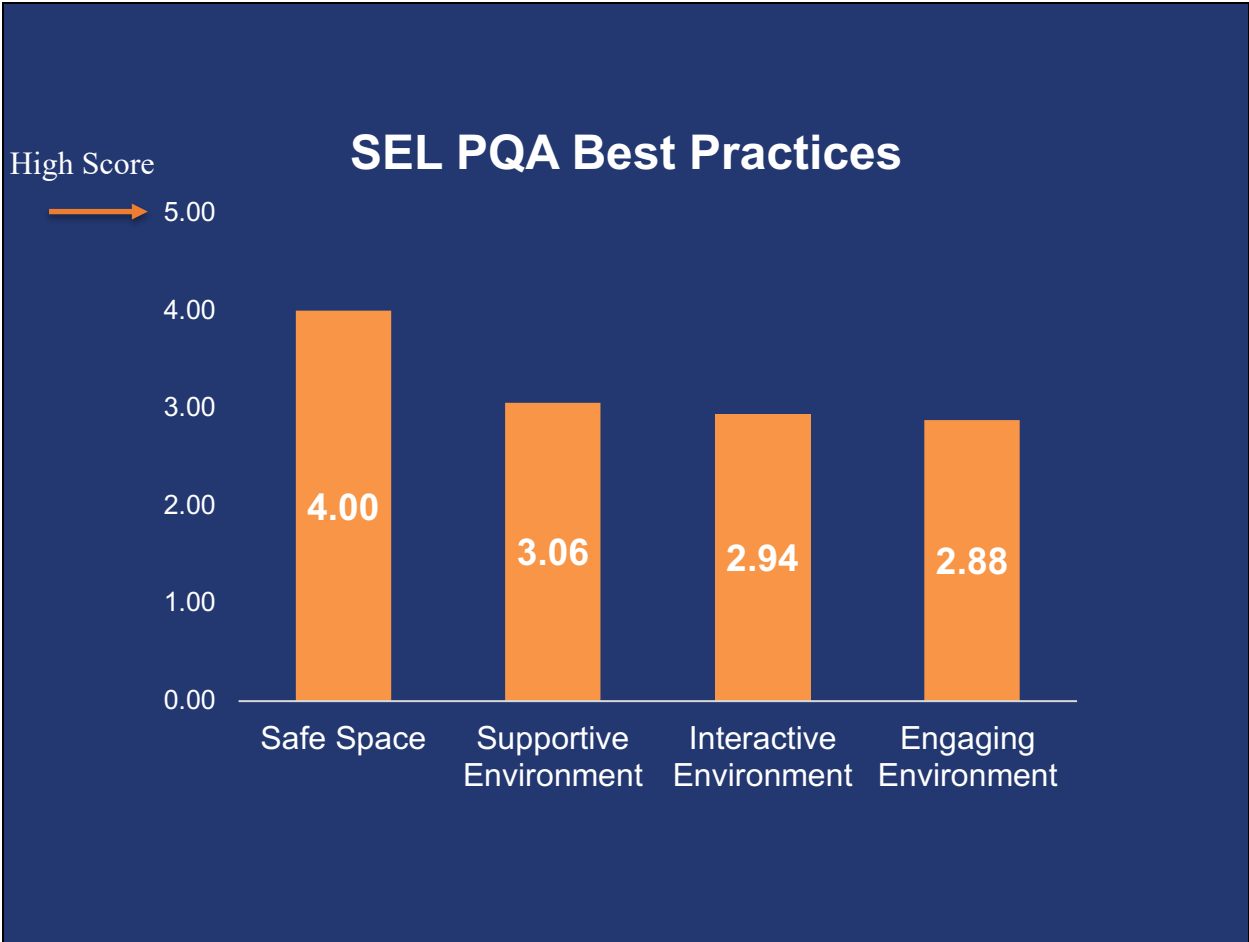
**d. Transportation**

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

**e. Program Quality Assessment**

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

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



## VI. Outcome Evaluation Plan & Results

### A. Outcome Evaluation Plan

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

### B. Outcome Evaluation Results

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

a. Attendance

Youth Participation Levels Program-wide

Total Served: 156

Total 30+ days: 83

Goal: 80

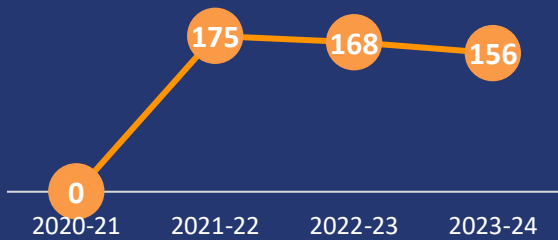
■ 1-15 days ■ 16-29 days ■ 30-59 days ■ 60 -89 days ■ 90+ days

Student %	21%	26%	46%	8%
Student #	33	40	71	12

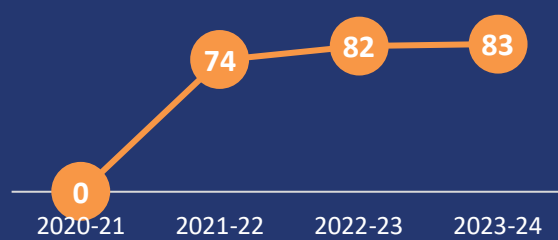
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities, the center turned to creative programming. As a result, the Ridgeview Program, participation and retention increased. A larger number of students were able to access program services, which resulted in meeting the regular attendee goal. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 53% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

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

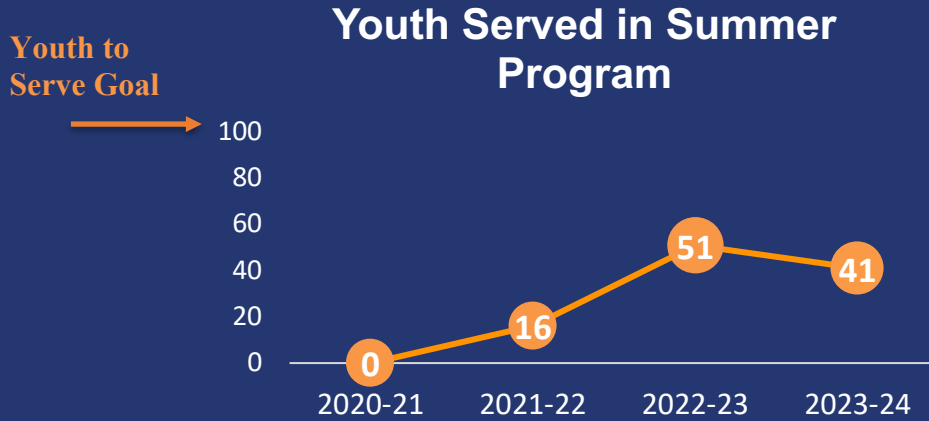
Youth Served 4 Year Attendance



Regular Attendees Served 4 Year Attendance



As part of the Summer Program, the Ridgeview 21st Century site served 41 youth. The goal of serving 100 students during the summer was not met. The program achieved 41% of this goal. Due to the timeline of the Cohort 17 grant competition, year one of the grant was considered to be in 2020-2021 (January 2021 through May 2021). During year one, all program planning was done for year two. The grant's second year began with Summer Program 2021 followed by year three in Summer 2022, and year four in Summer 2023. Below is a chart illustrating how many youth were served during each summer program.



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

**Served 74 Family Members**

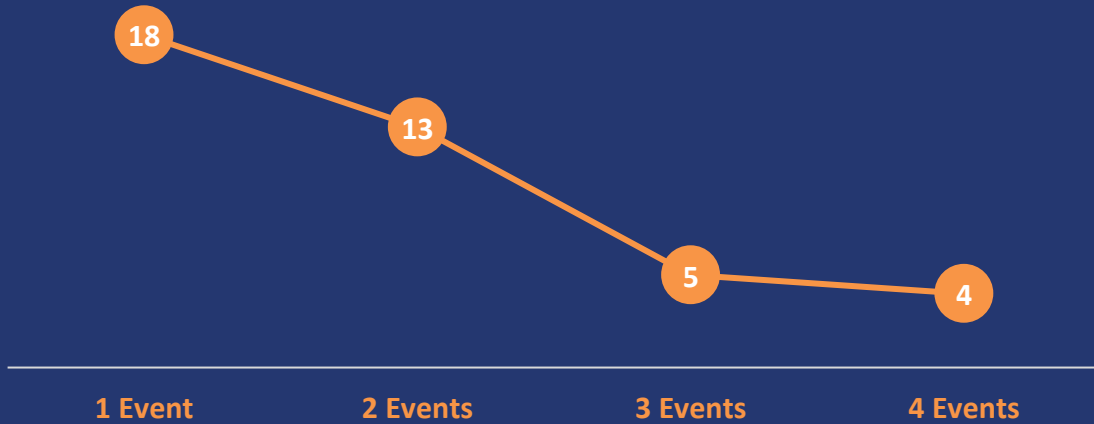
The Ridgeview Program held 9 family engagement events in its third year. Below is a list of all the events that were offered to family members of the Ridgeview Program participants.

	Event Name	Number of Sessions
<b>9 Family Events Offered</b>	Pippins Game	1
	Open House Family Night	1
	Family Resources Night	1
	Trunk or Treat	1
	Turkey Trot	1
	Literacy Night	1
	Math Night	1
	Loteria Night	1
	STEAM Night	1

Of the 74 family members served, 40 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session.* From the total number of regular attendee family

members, 4 (10%) attended four or more educational events. It was not possible to achieve this objective however program will focus on increasing the services to family members of regular attendees. The graph below shows the participation of family members of regular attendees.

### Regular Attending Family Members Attendance



Over the course of 12 months, the program offered a total of 11 hours and 15 minutes of family engagement, averaging approximately 56 minutes per month. While various activities were provided to foster family involvement, the program fell short of meeting the required family engagement standard. According to the Cohort 17 Request for Proposal, 21st Century programs are required to provide a minimum of 2 hours of family engagement per month. As a result, the program did not fulfill this 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 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 state testing timeline was significantly disrupted by the COVID-19 pandemic, which impacted the program's ability to utilize state data to measure proficiency gains in reading and math during the statewide school closures. As part of the ESD 105 21st CCLC Program's goals, several measurable outcomes focused on assessing "increases in academic achievement" in these areas. However, due to the disruptions, these outcomes were primarily measured using local data rather than state assessments. The program will continue to rely on local assessments for the remainder of the grant cycle. Additionally, the grant originally outlined the use of MAP Assessments to measure academic progress in reading and math. However, since MAP Assessments are no longer used by the district, an alternative assessment will now be employed to track academic growth.

The grant also included measuring student behaviors through the Youth Skills and Belief Survey. Unfortunately, the 2020 survey was canceled, and changes to the Spring 2021 and Spring 2022 surveys further complicated this process. As a result, the Youth Skills and Belief Survey has been replaced with a new tool for evaluating student behaviors and attitudes.

Furthermore, the program aimed to measure family engagement and knowledge through attendance at family events and surveys. These surveys were distributed to participating families at the end of the year to assess their involvement and feedback.

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

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



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

<b>Student Performance Outcomes</b>	<b>Target</b>	<b>Cohort Average</b>	<b>Ridgeview</b>
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	100%	100%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	66%	81%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	60%	75%
Regular attending students will increase Math skills as measured by Grades quarterly and annually	75%	66%	81%
Regular attending students will demonstrate a growth mindset	80%	92%	93%
Regular attending students will demonstrate a growth interpersonal skills	80%	80%	83%
Regular attending students will demonstrate a growth self-regulation skills	80%	84%	75%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	80%	77%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	100%
Staff will attend the Live Planning with Data training to review scores	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	80%	80%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities-workshops in each session	75%	21%	10%

*Achieved outcomes are listed in orange*

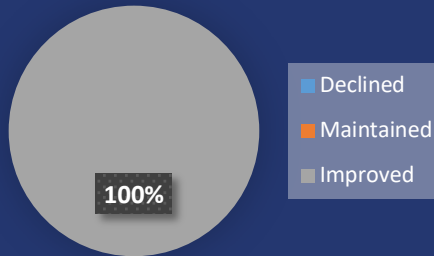
*Local Academic Data:*

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 Reading and Math. In working with the ESD 105 Director too identify appropriate measures to assess student academic gains, the program selected to use **Dibels** and **FastTrack Math Assessment** data.

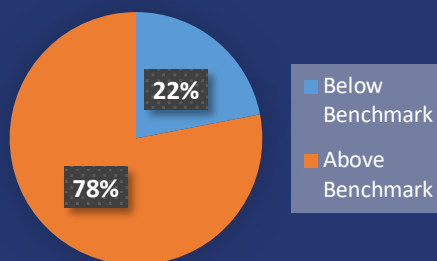
The Ridgeview 21<sup>st</sup> Century program submitted Dibels Assessment scores for reading using Fall 2023 and Spring 2024 data. Of the 81 reading scores analyzed by RGI Corporation; 81 (100%) youth improved their reading scores. The Dibels Composite scores, beginning of the year and an end of year benchmark review was also conducted.

The following charts illustrate the academic results in reading:

### Dibel Assessment Scores

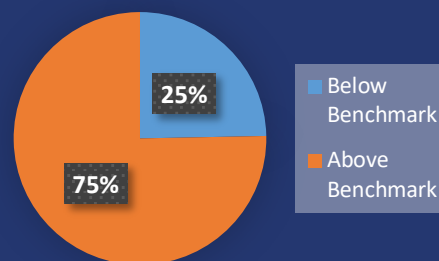


### Beginning of the Year- Dibels Composite Scores



Number of Youth: 82  
Goal: 306  
Score Range: 253 to 402  
Average: 327

### End of Year- Dibels Composite Scores

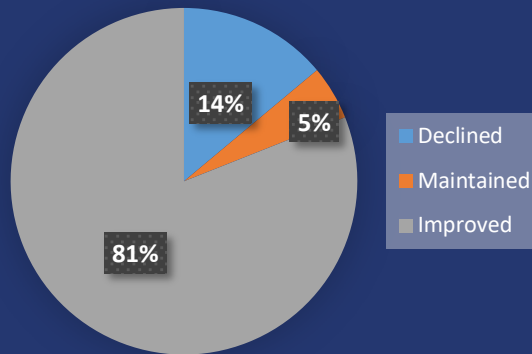


Number of Youth: 81  
Goal: 420  
Score Range: 357 to 515  
Average: 440

The Ridgeview 21<sup>st</sup> Century program submitted Fast Track Math Assessment scores for Math using Fall 2023 and Spring 2024 data. Of the 79 Math scores analyzed by RGI Corporation: 64 (81%) youth improved Math academic achievement.

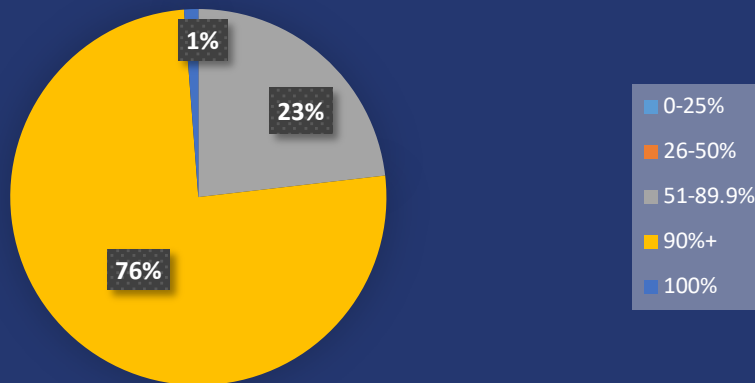
The following chart illustrates the academic results in Math:

### FastTrack Math Assessment Scores



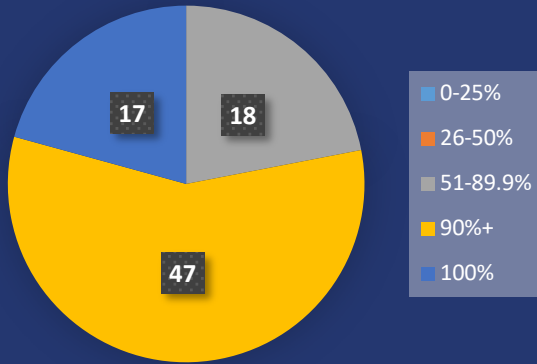
School-day attendance annual records for 82 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees 19 had a daily school-day attendance rate of 51%- 89.9%, 62 students had 90% or greater attendance rate, and 1 student had a 100% daily school attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

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

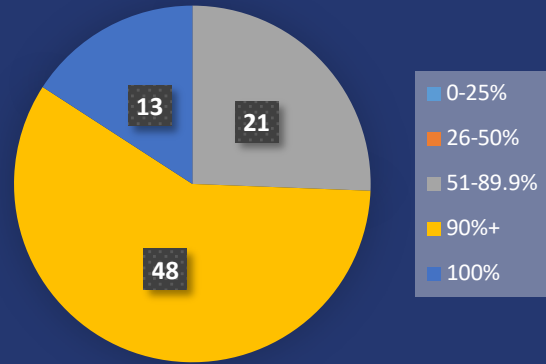


A review of quarterly attendance records was also conducted at the end of the year. The school year at Ridgeview Elementary is divided into four trimesters: Trimester 1, Trimester 2, Trimester 3, and Trimester 4. The following charts display the number of youth in each attendance rate set for regular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

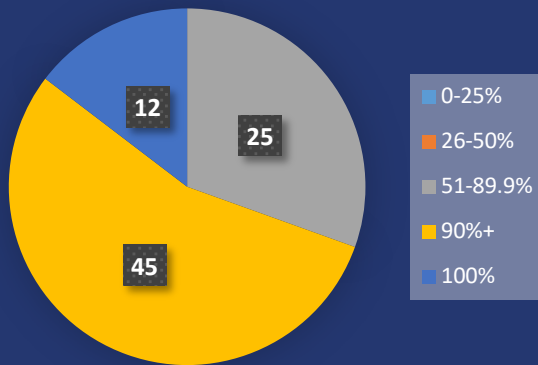
**Trimester 1- Regular Attending Students School Day Attendance Rate**



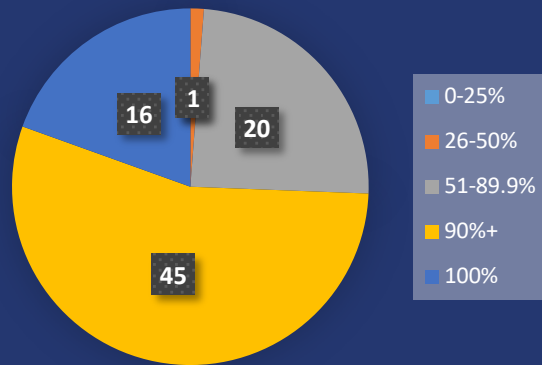
**Trimester 2- Regular Attending Students School Day Attendance Rate**



**Trimester 3- Regular Attending Students School Day Attendance Rate**



**Trimester 4- Regular Attending Students School Day Attendance Rate**



**c. Student Behaviors and Attitudes**

*RGI Youth Feedback Survey:*

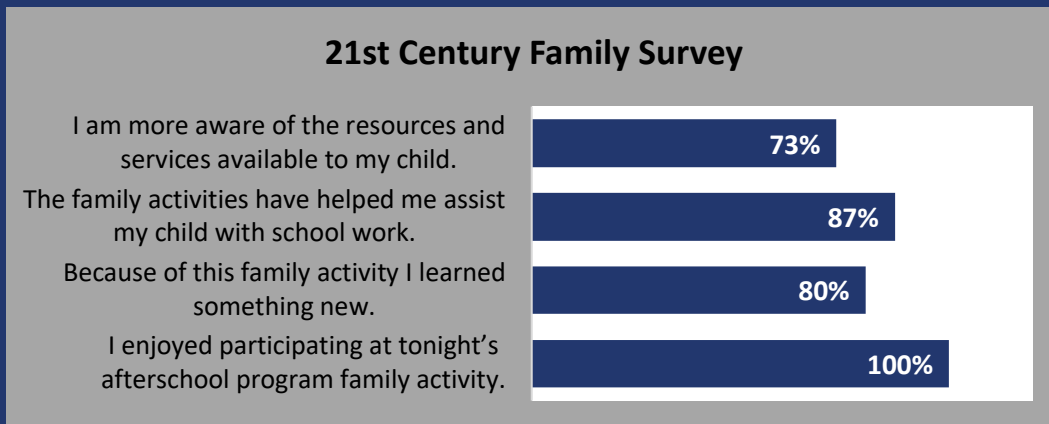
A goal of this 21<sup>st</sup> CCLC Program is to improve student behavior and life skills development, specifically to “*demonstrate a growth mindset, interpersonal, and self-regulation skills*”. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and Belief Survey. The purpose of the youth feedback survey is to assess positive student behavior on three scales: growth mindset, interpersonal skills, and self-regulation skills. Youth can respond Yes or No for each statement. The total responses with Yes for each statement were then calculated to determine the total percentage for each behavior scale. Over the course of the program year, 56 regular attendees completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
<b>Growth Mindset</b>	<i>I believe I can do anything if I keep trying</i>	<b>98%</b>
<b>Interpersonal Skills</b>	<i>I learned to work in a team.</i>	<b>93%</b>
<b>Self-Regulation Skills</b>	<i>I learned that my feelings affect how I do in class</i>	<b>85%</b>

**d. Family Engagement**

*Family Survey:*

As part of the grant, RGI devised a family survey which was administered by the program team. In this survey, the goal was to assess the level of services provided to participants' parents and knowledge levels. A total of 15 surveys were collected. The results below demonstrate the percentage response of 'Yes', indicating the respondent agreed with the survey statement.



<b>e. Community Collaborations</b>		
<b>Donated Items Categories</b>	<b>Organizations/Individuals</b>	<b>Amount \$</b>
Activities/Events and corresponding materials	Yakima Community Coalition, Yakima Valley Pippins	<b>\$4,250.00</b>
Donated Materials	-	-
Volunteers & Staffing	-	-
Other	-	-
<b>Total Contributions for the 2023-24 year</b>		<b>\$4,250.00</b>

## VII. Appendix

### A. Program Recommendations

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

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

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

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

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

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

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

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

## B. Resources

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

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

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

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

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

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

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

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

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

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

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

2024-2025 Logic Model-Ridgeview Elementary School					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>After-school programs rely on support from school leadership for development, staffing, and growth. Strong partnerships enhance program quality and leverage school, family, and community resources to boost student achievement. The Ridgeview 21st Century Program faces staff burnout and retention issues. To address this, ESD 105 Administration will work closely with Ridgeview’s Administration Team to develop strategies for long-term staff support and retention. The program will also hire a new Site Coordinator to assist current staff. With a fully staffed team, the program will continue to offer engaging, hands-on learning experiences focused on academic support.</p>	<p>Improve Staff Retention</p> <p>Hire New Site Coordinator</p> <p>21<sup>st</sup> Century Staff improve building stronger relationships with Ridgeview Administration Team</p> <p>Improve retention of participating youth</p>	<p>ESD 105 Team</p> <p>ESD Data Manager- Yvonne Avalos</p> <p>ESD 105 Program Director- Theresa Maier</p> <p>21<sup>st</sup> Century Staff</p> <p>Ridgeview School Staff</p> <p>Communities in Schools</p> <p>Funding</p> <p>21<sup>st</sup> Century ESSER Grant</p> <p>Partnerships</p> <p>IAL Grant</p> <p>Perry Tech</p> <p>Pacific Northwest University</p> <p>Central Washington University</p> <p>EPIC</p> <p>ESD Development Curriculum and PCS Edventures</p> <p>Materials</p> <p>Keva Planks</p> <p>Legos</p> <p>Books</p> <p>Art/ STEM Supplies</p>	<p>ESD 105 Administration Team will have an in-person check-in monthly with all 21<sup>st</sup> Century staff members and as needed.</p> <p>ESD 105 will be intentional with staff Professional Development by providing Curriculum, lesson plans, material to cut down on planning and staff burnout.</p> <p>Site Coordinator will facilitate weekly staff meetings to foster teamwork, supportive environment, share updates, and communicate program goals.</p> <p>21<sup>st</sup> Century in-house staff will have opportunities for joint training sessions, workshops, or meetings to align practices, share resources, and build mutual understanding.</p> <p>21<sup>st</sup> Century staff will create a post card invitation that would be mailed to all K-5<sup>th</sup> grade Summer participants prior to their session during the school year.</p>	<p>All Staff members who participating in monthly check-ins will feel validated and heard. Staff members will also have the opportunity to share program feedback and ask for specific supports.</p> <p>Staff who attend PD Trainings will be better equipped to facilitate lesson plans, engage with youth, and can network with other colleagues.</p> <p>Participating staff members will have the opportunity to collaborate, share resources, and understand/ ask questions regarding program goals.</p> <p>Participating staff will network with school building staff, increase individual professional development, and learn about areas of improvement.</p>	<p><b>Staff Feedback and Support:</b> All 21st Century staff will feel comfortable providing feedback and seeking support from the ESD 105 Administration Team.</p> <p><b>Staff Retention:</b> New hires will remain with the program for at least three sessions to gain a comprehensive understanding of the 21st Century Program.</p> <p><b>Enhanced Collaboration:</b> The Site Coordinator will improve collaboration among staff members to effectively facilitate and implement program activities.</p> <p><b>Improved Communication:</b> 21st Century staff will establish clear communication channels, resulting in better coordination and alignment with program goals.</p> <p><b>Program Invitations:</b> All participants of the 21st Century Summer Program will receive an invitation to join the School Year Program.</p>