

21ST CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL TIME | COHORT 19

ESD 105 | EXECUTIVE SUMMARY EVALUATION REPORT | 2024 – 2025

Yakima School District
Produced by RGI Corporation

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

A. HIGHLIGHTS & ACHIEVEMENTS

570 Youth served

222 Family members served

3 Afterschool sites

159 Days of afterschool

46 Different parent offerings

171% Family member goal met

204% To serve youth goal met

90% Youth improved Reading Test Scores

69% Youth improved Math Test Scores

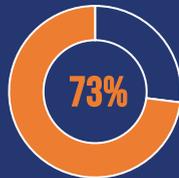
4.27 Average SEL PQA score in Safe Space

DEMOGRAPHICS

YOUTH: 570 TOTAL STUDENTS IN GRADE K-8



Low-income



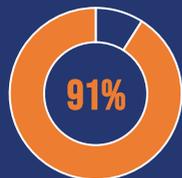
Hispanic



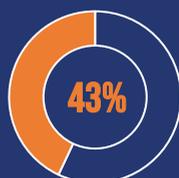
Special Ed.



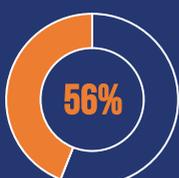
Female



Minority



ELL



Bilingual



Male

FAMILY MEMBERS

46

Total activities

65.45

Total hours of family engagement

118

Regular attendee family members participated

B. OVERVIEW OF CENTERS

Garfield Elementary – Yakima, WA

Grades K-5

Summer Program (Hybrid Program)

- Operated July 01, 2024 – August 13, 2024 for 30 program days
- Served 43 students operating from 8:30 AM to 11:30 AM Monday – Friday
- Special Focus: Flight & Aerodynamics, Plant Seeds, Pirate Camp, Rock n’ Robots



Low-income

Before School Program (In-Person)

- Operated January 07, 2025 – June 05, 2025 for 39 program days
- Served 36 students operating from 8:00 AM to 8:30 AM Tuesday – Friday
- Special Focus: Math



Minority

After School Program (In-Person)

- Operated September 26, 2024 – June 05, 2025 for 129 program days
- Served 208 students operating 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Literacy, Social Emotional Learning, Physical Activity, Art, and STEM



ELL

Hoover Elementary – Yakima, WA

Grades K-5

Summer Program (Hybrid Program)

- Operated July 01, 2024 – August 13, 2024 for 30 program days
- Served 36 students operating from 8:30 AM to 11:30 AM Monday – Friday
- Special Focus: Flight & Aerodynamics, Plant Seeds, Pirate Camp, Rock n’ Robots



Low-income

Before School Program (In-Person)

- Operated January 07, 2025 – June 05, 2025 for 46 program days
- Served 37 students operating from 7:45 AM to 8:45 AM Tuesday – Friday
- Special Focus: Math



Minority

After School Program (In-Person)

- Operated September 26, 2024 – June 05, 2025 for 125 program days
- Served 170 students operating 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Literacy, Social Emotional Learning, Physical Activity, Art, and STEM



ELL

Lewis & Clark Middle School– Yakima, WA

Grades 6-8

Summer Program (Hybrid Program)

- Operated July 01, 2024 – August 13, 2024 for 30 program days
- Served 64 students operating from 8:30 AM to 11:30 AM Monday – Friday
- Special Focus: Literacy, STEM, Student Magazine



Low-income

After School Program (In-Person)

- Operated September 26, 2024 – June 05, 2025 for 102 program days
- Served 177 students operating 2:30 PM to 4:30 PM Tuesday – Friday
- Special Focus Clubs included: Art, Cooking, Drones, Games, Media, Podcast, Graphic Design
- Academic Support: Homework Help, Math, Reading, and Writing



Minority



ELL

C. IMPLEMENTATION

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

Community Context: By the 1980s, Yakima County's Hispanic population reached 14.8 percent, the largest percentage of any county in the state at the time. By the 2000 Census, 33 % of the residents of the City of Yakima were Hispanic and in 2010, it was 39% Hispanic and today, it's almost half at 46.3% Hispanic of its 97,012 residents. Most Hispanic families live in Yakima proper and non-Hispanics have moved out to adjoining communities. This transformation is starkly visible in the 3 proposed 21st Century Schools' classrooms where students are 87% Hispanic, 43% English Learners and 100% low-income based on free/reduced lunch rates.

Attendance – All Centers 2024-25

Youth Participation Levels Grant Wide

Day Range	1-15	16-29	30-59	60-89	90+	Total 30+ days 249
Student #	163	158	223	22	4	Total Served 570
Student %	29%	28%	39%	4%	1%	

The coronavirus impacted how afterschool centers operated. All centers turned to creative programming in order to offer academic enrichment services. Hybrid programming opened new opportunities for centers to serve more youth and families all while being flexible with program operations. As a result, participation and retention numbers increased. The goal of serving 224 students for 30 or more days across all centers was met. Research has found that attending 30 days or more of programming positively impacts learning.

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

Served 222 Members

Regular Attendees Served Year 2 Analysis



Family Members Served Year 2 Attendance Analysis



Program Quality Assessment 2024-2025 Overview

Scale 1-5 (Best Practice)



Safe Space



Supportive Environment



Interactive Environment



Engaging Environment

D. STATE AND LOCAL OUTCOMES

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

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

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

Grant Outcomes

These outcomes were measured during the 2024- 2025 program year

Student Performance Outcomes	Target	Actual
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments annually	60%	90%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments annually	60%	69%
Regular attending students will increase Reading skills as measured by DIBELS K-5 and LEXILE 6 th - 8 th	75%	61%
Regular attending students will increase Math skills as measured by FASTtrack K-8 th	75%	69%
Regular attending students will demonstrate a growth mindset	80%	93%
Regular attending students will demonstrate interpersonal skills	80%	87%
Regular attending students will demonstrate self-regulation skills	80%	83%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	78%
Self and external observations will be completed, scored and entered into Scores Reporter	100%	100%
In Year 1, staff will attend the Live Planning with Data training to review scores	100%	100%
Three goals based on the SEL PQA scores will be submitted into Scores Reporter each spring	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	89%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities annually	75%	3%

SUGGESTED IMPROVEMENTS

Daily Student Attendance: Attendance averaged 78%, below the 90% goal. To address this, the program should strengthen parent communication, introduce attendance incentives, and coordinate with schools to identify and reduce barriers such as transportation or scheduling.

Family Engagement: Parent engagement showed mixed results: educational classes exceeded targets at 89%, however workshop participation for regular attendee families was very low at 3%. Offering bilingual options, childcare, and hybrid/virtual formats may make workshops more accessible and improve turnout.

Staff Development and Program Quality: Social-emotional skills met or exceeded targets, though self-regulation and interpersonal skills trailed growth mindset. The Social Emotional Learning Tool is key to program quality. Staff are encouraged to attend PQA Basics and continue with the Quality Pathways Series, Youth Work Methods, and Positive Behavioral Intervention Supports. If in-person training is not possible, reviewing recorded webinars as a team is recommended.

21ST CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL: COHORT 19

ESD | FACT SHEET | 2024-2025

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 TWO

Garfield Elementary



Summer: 8:30 AM – 11:30 AM
Before School: 8:00 AM – 8:30 AM
After School: 3:15 PM – 5:15 PM

Hoover Elementary



Summer: 8:30 AM – 11:30 AM
Before School: 7:45 AM – 8:45 AM
After School: 3:15 PM – 5:15 PM

Lewis & Clark Middle School



Summer: 8:30 AM – 11:30 AM
After School: 2:30 PM – 4:30 PM

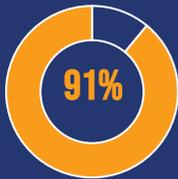
STUDENT DEMOGRAPHICS



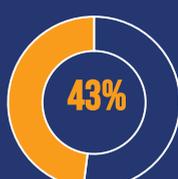
Low-income



Special Ed.



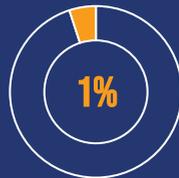
Minority



ELL



Hispanic



Homelessness

ACTIVITIES

- Drone Club
- Art Club
- Cooking
- Media & Podcast
- Academic Support
- Ski Club
- STEM
- Literacy
- Service Learning
- Game Club
- Social Emotional Learning

FINDINGS

570 Youth served

Served Youth in grades K-8

44% Regular Attending program youth

Met 111% of To Serve youth goal

III. Garfield Elementary School

A. Summary

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at Garfield Elementary School for the 2024-25 program year, from Fall 2024 to Spring 2025. The program staff, school, participants, and families know this program as Garfield Elementary 21st Century and that is how the program will be addressed throughout this report.

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

a. Strengths & Successes

In the end-of-year reflection, Site Coordinator Jose Robles highlighted several key program successes. First, there was a high level of student interest and participation in the After-School Program, with many students expressing excitement to join, eager to learn, and motivated to engage in the wide variety of fun and enriching activities offered. Second, the program also attracted strong staff interest and commitment, demonstrating that the program's culture and opportunities are valued not only by students but also by the adults who support them.

Another notable success was the improvement in student academic performance, with staff and students alike taking pride in the progress reflected in assessment scores. A further strength of the program has been the daily integration of Social Emotional Learning (SEL) strategies. Staff reported that consistently incorporating SEL not only enriches programming but also equips them with tools to better support students during challenging moments, helping youth develop coping strategies and resilience.

Beyond academics, the program created a safe and supportive environment where students feel a strong sense of belonging. As one student shared, *"I have someone to be with after school, and I don't have to go to a sitter or an empty home because my parents are at work."* This sentiment underscores the program's role in not only fostering learning but also providing meaningful connections, emotional support, and stability for youth after school.

b. Challenges & Barriers

The 2024 Summer Program faced several challenges that impacted implementation. A last-minute directive from the school district partner required reducing daily operating hours from four hours to three. This change also limited the program's ability to provide meals, allowing only breakfast and a snack rather than the originally planned lunch. Despite significant efforts by staff to preserve the four-hour schedule and ensure students received lunch before dismissal, the adjustment could not be avoided.

Another barrier was the program's location, which was not centrally situated for many of the students and families served. This created additional challenges for attendance and consistent participation. To address the reduction in instructional time, asynchronous activities were introduced at the end of the program to help sustain learning momentum. While these changes contributed to a decline in overall attendance and prompted questions and concerns from parents, the dedication of staff and partners ensured that students still received meaningful and engaging enrichment opportunities despite the shortened schedule and logistical difficulties.

Coordinator Robles noted that staff were often receiving lesson plans with limited time to review. Staff emphasized the importance of having additional preparation time to ensure smooth facilitation and stronger alignment with student needs. This challenge underscored the value of clear communication and timely delivery of resources in maintaining high program quality.

To address this barrier, program leadership promptly collaborated with ESD105 partners to adjust the process. As a result, staff began receiving lesson plans earlier, allowing them to feel more confident and prepared when leading activities. This proactive resolution not only improved staff readiness but also reinforced the program's commitment to addressing concerns quickly and ensuring staff have the tools needed to succeed.

c. Recommendations and Next Steps

To strengthen program delivery and overcome barriers identified this year, several recommendations are proposed. First, establishing a structured timeline for lesson plan distribution, ideally one to two weeks in advance will provide staff with enough preparation time to ensure smooth facilitation and stronger alignment with student needs. In addition, developing clearer communication systems between partners, coordinators, and staff will help ensure that any updates or changes are shared promptly, supporting consistency across all sites.

Another key recommendation is to work closely with district partners to preserve instructional hours and meal times, advocating for schedules that prioritize both operational needs and student well-being. To address ongoing attendance barriers related to location, exploring transportation supports, carpool coordination, or community partnerships could reduce access challenges for families. Strengthening parent communication will also be essential, ensuring families are fully informed of schedule adjustments, meal availability, and program expectations to minimize confusion and maintain trust. Finally, the continuation and expansion of asynchronous or take-home activities is encouraged, as these provide additional learning opportunities and reinforce skills beyond program hours. Together, these recommendations aim to enhance program quality, support staff readiness, and ensure meaningful and accessible experiences for all students and families.

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.

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

IV. Program Overview

A. Theory of Change

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

Our **Camino Brillante** Program builds on an established strategic partnership between the

Educational Service District 105 (located in Yakima), Yakima School District, Enterprise for Progress in the Community (EPIC), a community-based organization located in Yakima, and other local community partners that came together to create a pathway for students to academic success. Partners bring unique resources and expertise in new ways to provide needed support for students on a path to academic success and well-being.

Yakima School District is a mid-size and high-need school district with one of the most diverse student populations in the state. EPIC is a community-based organization that provides children and families with a range of early learning, parent training, health screenings, physical exams and complementary social services. EPIC will be a key partner because they already provide a range of services to families in these schools. The COVID-19 pandemic has changed the way supports are offered in afterschool programming and this continues to impact programs.

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 September 2025 with the Site Director to develop the 2025-2026 Logic Model. The 2025-26 program year Logic Model was created keeping in mind the changes program saw as necessary to accomplish, while also addressing the needs of program for the year. Following the meeting, RGI Evaluator emailed the coordinator a copy of the models created so all parties could review what was discussed, follow up on, and edits could be made. The template used for the models was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21st CCLC programs.

The goal is for this document to be revisited by the 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 2025-26 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 2024 Program: The program year began with a summer session on July 01, running for 30 days until August 13, 2024. Summer program was hybrid and operated Monday through Friday from 8:30 AM to 11:30 AM for a total of 15 hours each week. In the grant application, a four-week summer program 5 days per week was proposed. This resulted in a goal of hosting 20 days of summer program, which was met and exceeded.

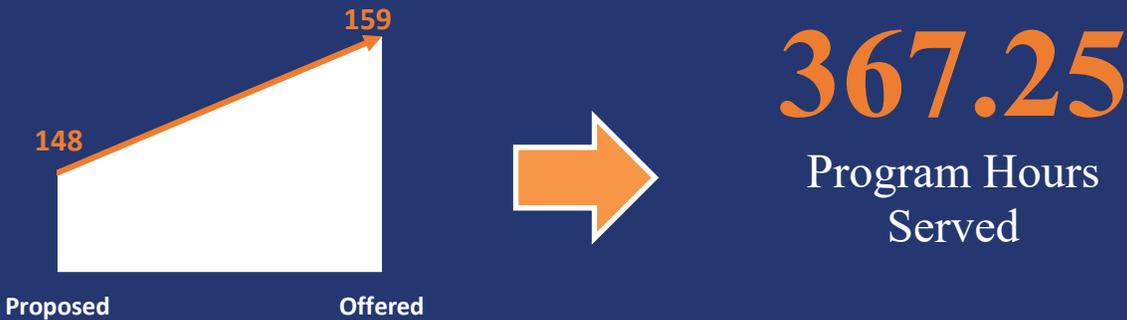
The Summer Program encountered operational adjustments that influenced its implementation. A last-minute directive from the school district partner required reducing daily operating hours from four hours to three, lowering the total instructional time from 20 hours per week to 15. This

change posed challenges for meeting original program goals and maintaining the intended level of academic and enrichment opportunities. In response, staff worked collaboratively to maximize the impact of the reduced schedule. Asynchronous activities were introduced at the end of the program to extend learning beyond direct contact hours and sustain academic momentum.

School Year 2024-2025 Program: The school year program operated a hybrid program for 129 days Tuesday through Friday beginning September 26, 2024 and ending June 05, 2025. During that time, the program operated before school from 8:00 am to 8:30 am and after school from 3:15 pm to 5:15 pm, for a total of 10 hours per week. The grant proposed to offer program four days per week for 32 weeks during the school year, totaling 128 days of program. The site proposed a program year that Garfield 21st Century site met **101%** of the grant goal.

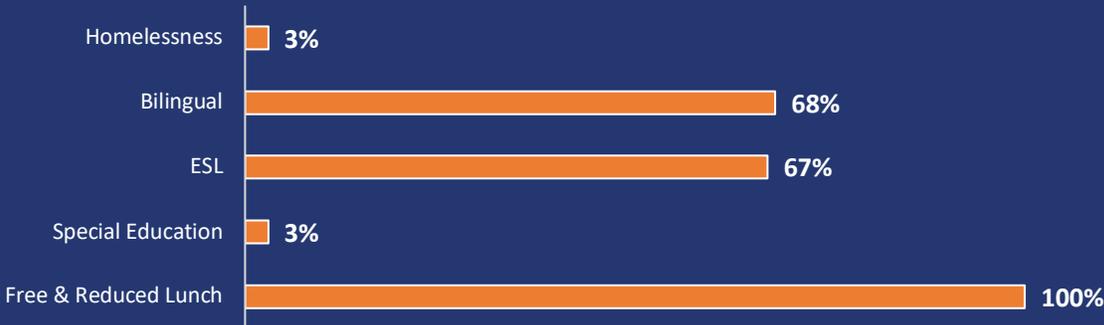
The program operations proposal for the School Year is shown in the chart below, compared to the number of days that were offered at the site. To the right is the total number of program hours served entered into the EZ Reports Database System.

Available Program Days
Summer & School Year



b. Serving the Target Population

Population Served Demographics



Recruitment & Retention:

Recruitment for the **Summer Program** began with a focus on students identified as needing additional academic or social-emotional support. Once these students were prioritized and offered

placement, registration was opened to all students to ensure the program reached its intended enrollment targets. This approach balanced targeted support with equitable access, allowing the program to meet student needs while maintaining full participation.

For the **School Year Program**, recruitment was inclusive from the start, with registration open to all students by grade level for each session. The program aimed to maintain an average class size of 20–25 students, ensuring manageable group sizes that supported effective instruction and meaningful engagement. This strategy helped sustain a steady flow of participants while providing a structured, supportive environment for both students and staff.

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: Third grade students were not served through the 21st Century Summer Program. Grade 3 was served by Yakima School District through their LAP Program.

Kinder, 1st, 4th, & 5th Grade
Flight and Aerodynamics- Activities included SEL, Math, Reading, Writing, and Create Time Pirate Camp- Activities included SEL, Math, Reading, Writing, and Create Time Rockin Robots- Activities included SEL, Math, Reading, Writing, and Create Time Plant Seeds- Activities included SEL, Math, Reading, Writing, and Create Time Academic Support Summer Extension Take home Magazine- Activities included SEL, Math, Reading, Writing, and Create Time

School Year Activities Offered:

4th & 5th Grade	2nd & 3rd Grade	Kinder and 1st Grade
Theme: Build a Better 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: Dirt Camp Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minnows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel All about emotions Time to Share Homework Help	Theme: Transportation Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minnows, Green Light SEL End of day Reflection Kindness & Appreciation Activity How do You Feel All about emotions Time to Share Homework Help

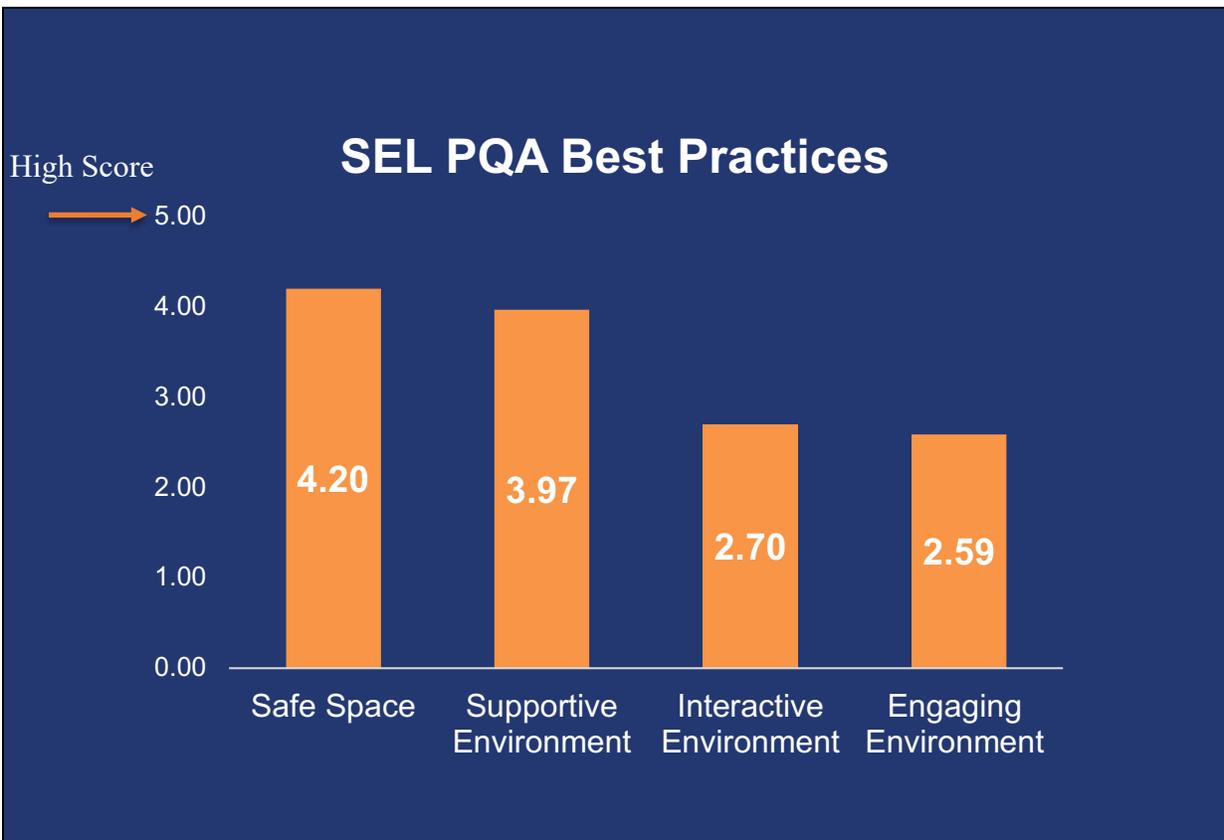
d. Transportation

The Garfield 21st 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 21st Century programming across the state, the Office of Superintendent of Public Instruction along with the David P. Weikart Center decided it was time to revisit program quality. The requirement for the year was for programs to participate in self-assessment and external observations via in-person program.

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



VI. Outcome Evaluation Plan & Results

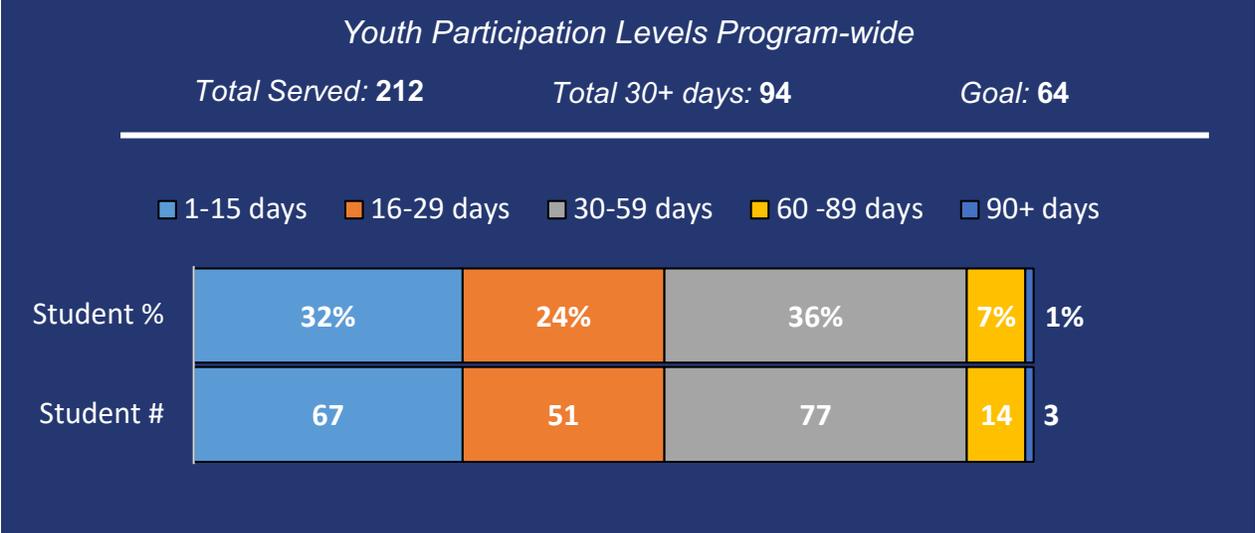
A. Outcome Evaluation Plan

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

B. Outcome Evaluation Results

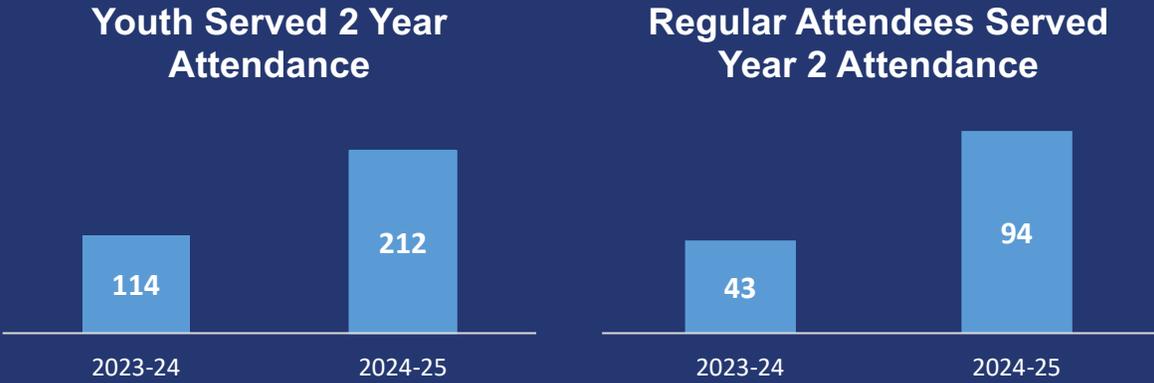
The goal for the number of students to be served at this after-school site was 80 youth. Of those youth 64 youth are to be served regularly. OSPI has defined that youth “regularly served” attend program for 30 days or more. This definition is based on research concluding that youth gain more academically if they attend more than 30 days in after-school programs.

a. Attendance



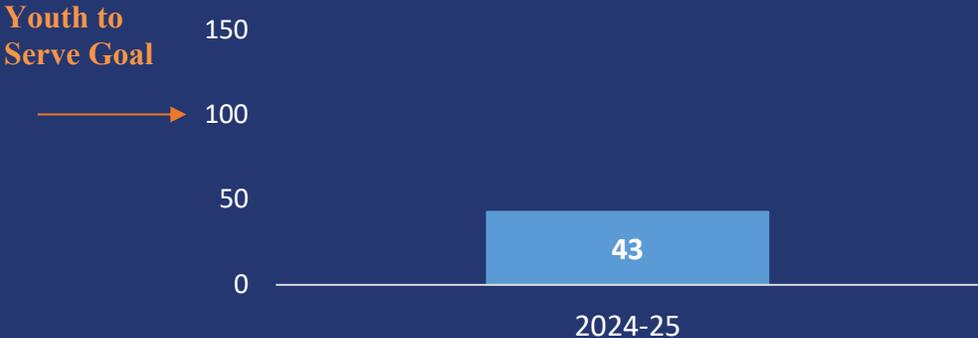
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities, the center turned to creative programming. As a result, participation and retention in the Garfield Program increased significantly. A larger number of students were able to access the program's services and through this effort to serve many students, the goal for regular attendees was met. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 44% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

Below is a review of the total youth and regular attendees served over the life of the grant.



As part of the Summer Program, the Garfield 21st Century site served 43 youth, falling short of the goal of 100 students. This represents 43% of the target. The shortfall was due to multiple logistical challenges outside of the 21st Century team’s control.

Youth Served in Summer Program



Family Members Served Program Wide (Goal*50)

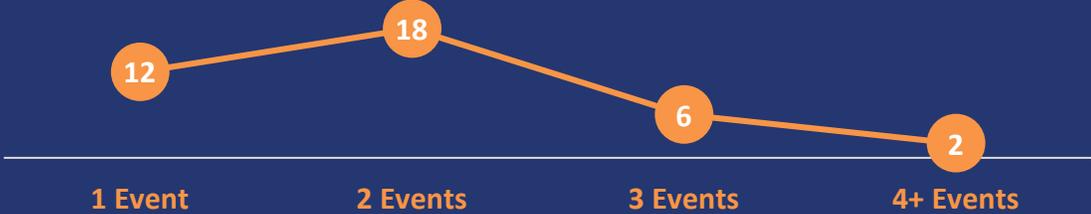
83 Family Members Served

The Garfield Program held 17 family engagement events in its second year. On the following page is a list of all the events that were offered to family members of the Garfield Program participants.

17 Family Events Offered	Event Name	Number of Sessions
	21 st Century Family Night	1
	Family Movie Night	1
	Gr. 3-5 Apr. Student of the month	1
	Gr. 3-5 Feb. Student of the month	1
	Gr. 3-5 Student of the month	1
	Harvest Festival	1
	Health Fair	1
	K-2 Apr. Student of the Month	1
	K-2 Feb. Student of the Month	1
	K-2 Student of the Month	1
	Movie Night	1
	Yama Music Concert & Lighted Parade	1
	YSD Migrant Literacy Night	1
	YSD Posada Familiar	1
	YSD Literacy Night Migrant	1
	YSD Migrant Steam Family Night	1
YSD Migrant Math Night	1	

Of the 83 family members served, 38 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities annually.* From the total number of regular attendee family members, 2 (5%) attended four or more educational events. It was not possible to achieve the objective however staff are committed to make this a focus during the upcoming year. The graph below shows the participation of family members of regular attendees

Regular Attending Family Members Attendance



Over the span of 11 months, the program provided a total of 22 hours and 45 minutes of family engagement, averaging 1 hour and 53 minutes per month. While Cohort 19 of the 21st Century program is not required to provide a specific minimum number of family engagement hours each month, it is strongly encouraged to offer monthly family activities. This encouragement stems from the Cohort's broader objectives, which include a target for family involvement, increasing parents or adult participants educational development, increasing the attendance frequency of regular attendee family members to 4 events, and a goal to serve at least 50 family members through these initiatives.

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

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

b. Academic Achievement

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

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

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

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

Grant Outcomes
 These outcomes were measured during the 2024- 2025 program year

Student Performance Outcomes	Target	Cohort Average	Garfield
Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments annually	60%	90%	100%
Regular attending students will increase math academic achievement by moving from not proficient to proficient on State Math Assessments annually	60%	69%	82%
Regular attending students will increase Reading skills as measured by DIBELS	75%	61%	55%
Regular attending students will increase Math skills as measured by FASTtrack	75%	90%	82%
Regular attending students will demonstrate a growth mindset	80%	93%	92%
Regular attending students will demonstrate a growth interpersonal skills	80%	87%	85%
Regular attending students will demonstrate a growth self-regulation skills	80%	83%	81%
Regular attending students will have a daily school-day attendance rate of 90% or greater annually	90%	78%	79%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	100%
In Year 1, staff will attend the Live Planning with Data training to review scores	100%	100%	100%
Three goals based on the SEL PQA scores will be submitted into Scores Reporter each spring	100%	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	89%	97%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities annually	75%	3%	5%

Achieved outcomes are listed in orange

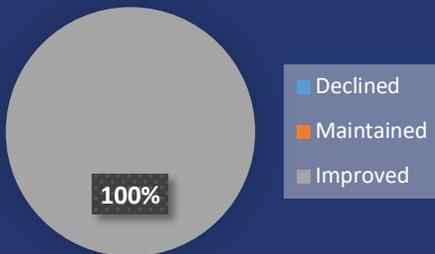
Local Academic Data:

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

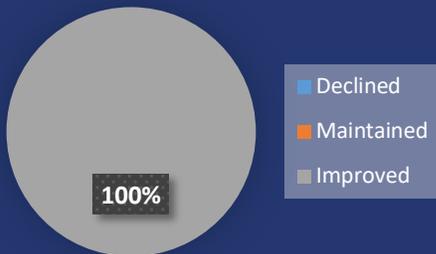
The Garfield 21st Century program submitted Dibels Assessment scores for reading using Fall 2024 and Spring 2025 data. Of the 82 reading scores analyzed by RGI Corporation; 82 (100%) youth improved their reading scores. Of the 41 Amplify Lectura Assessment scores analyzed: 41 (100%) youth demonstrated 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:

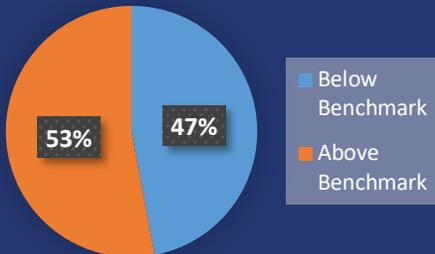
Dibel Assessment Scores



Amplify Lecutura Scores

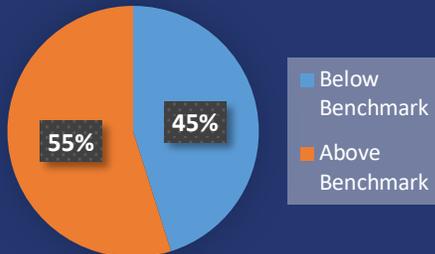


Beginning of the Year-
Dibels Composite Scores



Number of Youth: 85
Goal: 306
Score Range: 235 to 444
Average: 315.6

End of Year-
Dibels Composite Scores

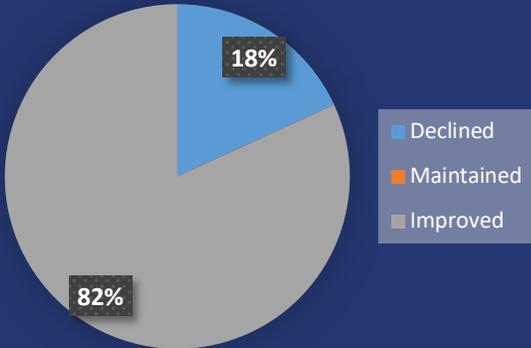


Number of Youth: 82
Goal: 420
Score Range: 324 to 591
Average: 426.4

The Garfield 21st Century program submitted Fast Track Math Assessment scores for Math using Fall 2024 and Spring 2025 data. Of the 66 Math scores analyzed by RGI Corporation: 54 (82%) youth improved, 12 (18%) youth decreased scores within Math academic achievement compared to the previous testing period.

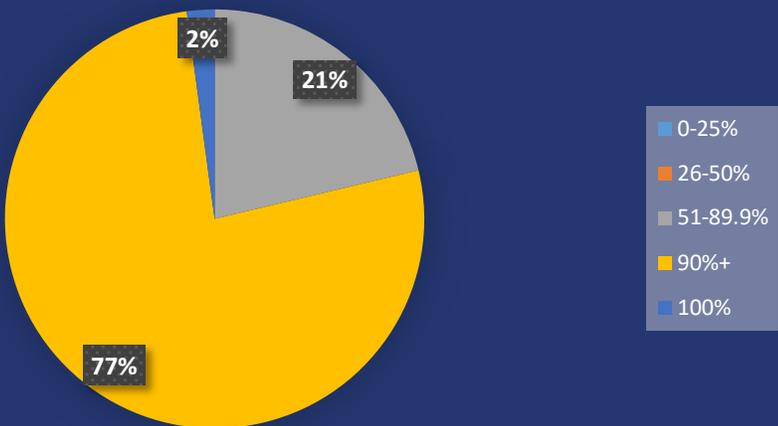
The following chart illustrates the academic results in Math:

FastTrack Math Assessment Scores



School-day attendance annual records for 94 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%, 72 students had 90% or greater attendance rate, and 2 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:

74 Students had 90% or greater School Attendance Rate



c. Student Behaviors and Attitudes

RGI Youth Feedback Survey:

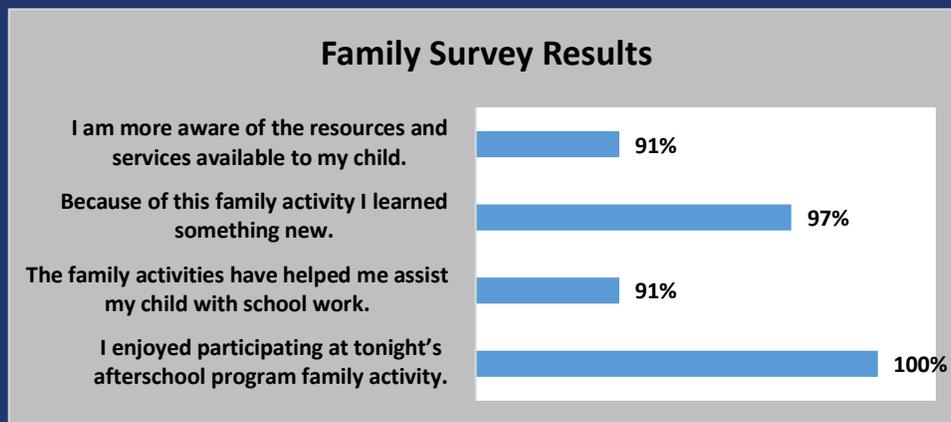
A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to “*demonstrate a growth mindset, interpersonal, and self-regulation skills*”. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and Belief Survey. The purpose of the youth feedback survey is to assess positive student behavior on three scales: growth mindset, interpersonal skills, and self-regulation skills. Youth can respond Yes or No for each statement. The total responses with Yes for each statement were then calculated to determine the total percentage for each behavior scale. Over the course of the program year, 104 students completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
Growth Mindset	<i>This program helped me try new things.</i>	96%
Interpersonal Skills	<i>I listen to other people’s ideas.</i>	88%
Self-Regulation Skills	<i>I learned that my feelings affect how I do in class.</i>	86%

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 34 family surveys were submitted by the Garfield 21st Century site.



RGI recommends that the Garfield Program develop a clear and achievable plan for administering and collecting Family Surveys during the 2025-2026 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.

e. Community Collaborations		
Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	Yakima Community Coalition, PNWU	\$1,250.00
Donated Materials	Yakima Valley Pippins, IAL Grant	\$5,250.00
Volunteers & Staffing	Garfield- PTO	\$1,000.00
Other	-	-
Total Contributions for the 2024-25 year		\$7,500.00

The Garfield 21st Century program has received support from a wide range of support that greatly strengthened its overall impact. This support has taken many forms, including high-quality programming, dedicated staff, generous community donations, and the active involvement of volunteers. As a result, youth participants engaged in enriching learning opportunities that expanded both their academic skills and personal development. The diverse network of support created a dynamic, nurturing environment that ensured students had access to meaningful opportunities and essential resources. These contributions have been instrumental in supplementing program resources, extending the reach of services, and enhancing the program's overall effectiveness.

VII. Appendix

A. Program Recommendations

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

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

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

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

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

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

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

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

B. Resources

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

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

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

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

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

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

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

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

- [You for Youth](#)
- [Afterschool Matters](#)
- [The Wallace Foundation](#)

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

2025-2026 Logic Model- Garfield Elementary School

Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>The Garfield 21st Century Program responds to a strong community need for safe, enriching afterschool opportunities where youth continue learning beyond the school day. Families are seeking programs that provide supervision and engaging academic and enrichment activities in a supportive environment. The program addresses this by creating a welcoming space for students to learn, grow, and connect with caring adults. A key strength is that staff are also school-day teachers, allowing them to build on established relationships and provide consistent learning supports. This continuity fosters trust, encourages participation, and strengthens family confidence in the program.</p>	<p>Increase opportunities for staff professional development</p> <p>Program curriculum integrates Social Emotional learning (SEL) practices across all activities</p> <p>Increase participation for regular attendee adult/ family members</p> <p>Offer more family engagement educational nights</p> <p>Offer an enriching Morning Program focused on Math</p>	<p>ESD 105 Administration Team</p> <p>ESD 105 Program Manager: Kendra Korynta</p> <p>ESD 105 21st Century Program Director: Theresa Maier</p> <p>21st Century Program Staff</p> <p>Garfield Elementary Administration Team School Staff</p> <p>Funding 21st Century Funds IAL Grant Supplemental</p> <p>Curriculum PCS Edventures ESD Program Curriculum Second Step</p> <p>Partnerships Soccer Program YSD Migrant Program IAL Grant</p> <p>Supplies Books STEM Kit Activity based material</p>	<p>All staff will have access to ongoing professional development through virtual and in-person sessions, including SEL webinars, symposiums, and internal training opportunities.</p> <p>The ESD 105 team will facilitate guided staff reflections as part of self-evaluation meetings.</p> <p>Staff will offer 15 minutes of SEL activities every day of program for all session to all youth participants K-5th grade. (Example: Second Step, Emotions chart, check-ins)</p> <p>All staff will learn about the SEL PQA Tool and participate in live or recorded SEL Webinars.</p> <p>Program staff will work with Garfield Administration to be intentional and invite families from previous sessions via announcements and flyers.</p> <p>Program will offer monthly family engagement activities and each activity will be different. In addition, program will intentionally offer at least 3 educational nights during the year such as Financial Literacy, SEL Night, Math/ STEM Night.</p> <p>Program will offer 45 minutes of Morning Math Program Tuesday through Friday including conference week for all participants K- 5th grade.</p>	<p>ESD 105 will track and maintain records of staff participation in Professional Development opportunities.</p> <p>All participating staff will report during self-evaluations increased confidence in SEL practices, using the SEL PQA Tool, SEL Self-Assessment, and activity implementation.</p> <p>All participating staff will implement learned knowledge during SEL Activity facilitation.</p> <p>Program will host a minimum of 1 family event per month. This will give participating families multiple opportunities to attended more than 2 events throughout the year. Participating families will also learn different skills to help support their student.</p> <p>Participating families from previous sessions will be invited through personalized outreach.</p> <p>Students who need math supports will be encouraged and referred to the morning program. All participating students will demonstrate math achievement.</p>	<p>80% of staff participate in at least two Professional Development Sessions by the end of the year.</p> <p>All staff report increased knowledge and confidence in delivering SEL and Academic Activities.</p> <p>SEL strategies are embedded in weekly lesson plan. (Reflections, teamwork, emotional coaching)</p> <p>Staff consistently use SEL language and practices in activity facilitation.</p> <p>At least 50% of regular attendee families will participate in two or more family engagement activities.</p> <p>Host a minimum of 3 family educational nights during the year.</p> <p>At least 20 students will participate in Math Morning Program by the end of the first session.</p>

III. Hoover Elementary School

A. Summary

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at Hoover Elementary School for the 2024-25 program year, from Fall 2024 to Spring 2025. The program staff, school, participants, and families know this program as Hoover Elementary 21st Century and that is how the program will be addressed throughout this report.

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

a. Strengths & Successes

During an end-of-year interview, Site Coordinator Catalina Mata highlighted several program successes that stood out during the year. One of the most notable achievements was high student registration and interest. Even as the program reached capacity, students from other grade levels frequently expressed excitement and eagerness to join as soon as they became eligible. This strong demand reflected the program's positive reputation and appeal among youth.

Another success was the program's strong attendance across grade levels. Each grade maintained high levels of consistent participation, demonstrating that students were engaged and motivated to attend regularly.

Family involvement also emerged as a strength, with great turnout at parent nights across all grade levels. Parents actively participated, helping to build stronger connections between families and the program.

Additionally, social-emotional learning (SEL) was seamlessly incorporated at the start of each day. Students gained valuable skills in identifying and managing emotions, practicing conflict resolution, collaborating as a team, and building self-confidence. These daily SEL practices supported not only individual growth but also contributed to a positive and supportive program culture.

Together, these successes underscore the program's effectiveness in fostering student engagement, family involvement, and social-emotional development throughout the year.

b. Challenges & Barriers

The 2024 Summer Program faced several challenges that impacted implementation. A last-minute directive from the school district partner required reducing daily operating hours from four hours to three. This change also limited the program's ability to provide meals, allowing only breakfast and a snack rather than the originally planned lunch. Despite significant efforts by staff to preserve the four-hour schedule and ensure students received lunch before dismissal, the adjustment could not be avoided.

Another barrier was the program's location, which was not centrally situated for many of the students and families served. This created additional challenges for attendance and consistent participation. To address the reduction in instructional time, asynchronous activities were introduced at the end of the program to help sustain learning momentum. While these changes contributed to a decline in overall attendance and prompted questions and concerns from

parents, the dedication of staff and partners ensured that students still received meaningful and engaging enrichment opportunities despite the shortened schedule and logistical difficulties.

The primary challenge the program faced during the year was student behavior concerns. At times, a few students required additional support in managing their behavior. When this occurred, parents were promptly notified, and the behavior was addressed through consistent communication and collaboration between staff and families.

While these situations were occasional, they highlighted the importance of ongoing reinforcement of positive behavior strategies and strong family engagement to ensure that all students feel supported and remain successful in the program.

c. Recommendations and Next Steps

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.

Another key recommendation is to work closely with district partners to preserve instructional hours and meal times, advocating for schedules that prioritize both operational needs and student well-being. To address ongoing attendance barriers related to location, exploring transportation supports, carpool coordination, or community partnerships could reduce access challenges for families. Strengthening parent communication will also be essential, ensuring families are fully informed of schedule adjustments, meal availability, and program expectations to minimize confusion and maintain trust. Finally, the continuation and expansion of asynchronous or take-home activities is encouraged, as these provide additional learning opportunities and reinforce skills beyond program hours. Together, these recommendations aim to enhance program quality, support staff readiness, and ensure meaningful and accessible experiences for all students and families.

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. To further strengthen program supports moving forward, it is recommended that staff continue to integrate social-emotional learning (SEL) strategies into daily programming and expand professional development opportunities focused on behavior management. Regular communication with parents should also remain a priority, as it fosters a consistent approach between home and program settings. These steps will help ensure students receive the guidance they need to thrive both socially and academically. A more detailed recommendation and a list of resources are provided in the Appendix.

IV. Program Overview

A. Theory of Change

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

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

Our **Camino Brillante** Program builds on an established strategic partnership between the Educational Service District 105 (located in Yakima), Yakima School District, Enterprise for Progress in the Community (EPIC), a community-based organization located in Yakima, and other local community partners that came together to create a pathway for students to academic success. Partners bring unique resources and expertise in new ways to provide needed support for students on a path to academic success and well-being.

Yakima School District is a mid-size and high-need school district with one of the most diverse student populations in the state. EPIC is a community-based organization that provides children and families with a range of early learning, parent training, health screenings, physical exams and complementary social services. EPIC will be a key partner because they already provide a range of services to families in these schools. The COVID-19 pandemic changed the way supports are offered in afterschool programming.

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 September 2025 with the Site Director to develop the 2025-2026 Logic Model. The 2025-26 program year Logic Model was created keeping in mind the changes program saw as necessary to accomplish, while also addressing the needs of program for the year. Following the meeting, RGI Evaluator emailed the coordinator a copy of the models created so all parties could review what was discussed, follow up on, and edits could be made. The template used for the models was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21st CCLC programs.

The goal is for this document to be revisited by the 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 2025-26 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 2024 Program: The program year began with a summer session on July 01, running for 30 days until August 13, 2024. Summer program was hybrid and operated Monday through Friday from 8:30 AM to 11:30 AM for a total of 15 hours each week. In the grant application, a

four-week summer program 5 days per week was proposed. This resulted in a goal of hosting 20 days of summer program, which was met and exceeded.

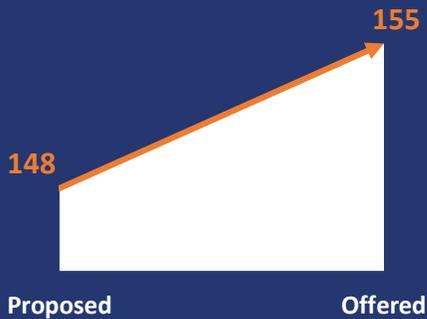
The Summer Program encountered operational adjustments that influenced its implementation. A last-minute directive from the school district partner required reducing daily operating hours from four hours to three, lowering the total instructional time from 20 hours per week to 15. This change posed challenges for meeting original program goals and maintaining the intended level of academic and enrichment opportunities. In response, staff worked collaboratively to maximize the impact of the reduced schedule. Asynchronous activities were introduced at the end of the program to extend learning beyond direct contact hours and sustain academic momentum.

School Year 2024-25 Program: The school year program operated a hybrid program for 125 days Tuesday through Friday beginning September 26, 2024 and ending June 05, 2025. During that time, the program operated before school from 7:45 am to 8:45 am and after school from 3:15 pm to 5:15 pm, for a total of 12 hours per week. The grant proposed to offer program four days per week for 32 weeks during the school year, totaling 128 days of program. The site proposed a program year that Hoover 21st Century site met **98%** of the grant goal.

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

Available Program Days

Summer & School Year

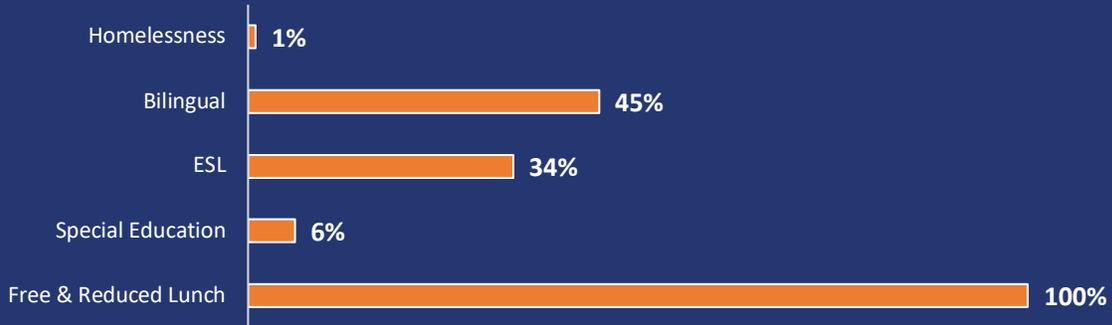


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Program Hours Served

b. Serving the Target Population

Population Served Demographics



Recruitment & Retention:

Recruitment efforts for the program were carried out through a variety of intentional strategies to ensure families were well-informed and students had opportunities to enroll. During **parent-teacher conferences**, staff shared information about the program directly with families and provided flyers so parents could learn more about the offerings.

Family connections also played a key role in recruitment. Many students who had siblings already participating in the program were introduced to the activities during **parent nights**. Seeing their siblings engaged and excited encouraged additional students to join when they became eligible.

To maximize outreach, **flyers were distributed to all students** for both the after-school and summer programs. This approach ensured that every family had access to program details and could make informed decisions about participation. These combined efforts helped foster strong enrollment and created ongoing interest in the program throughout the year.

c. Activities

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

Summer Activities Offered: Third grade students were not served through the 21st Century Summer Program. Grade 3 was served by Yakima School District through their LAP Program.

Kinder, 1st, 4th, & 5th Grade

- Flight and Aerodynamics- Activities included SEL, Math, Reading, Writing, and Create Time
- Pirate Camp- Activities included SEL, Math, Reading, Writing, and Create Time
- Rockin Robots- Activities included SEL, Math, Reading, Writing, and Create Time
- Plant Seeds- Activities included SEL, Math, Reading, Writing, and Create Time
- Academic Support
- Summer Extension Take home magazines- Activities included SEL, Math, Reading, Writing, and Create Time

School Year Activities Offered:

4th & 5th Grade	2nd & 3rd Grade	Kinder and 1st Grade
Theme: Build a Better 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: Dirt Camp 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: Transportation 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

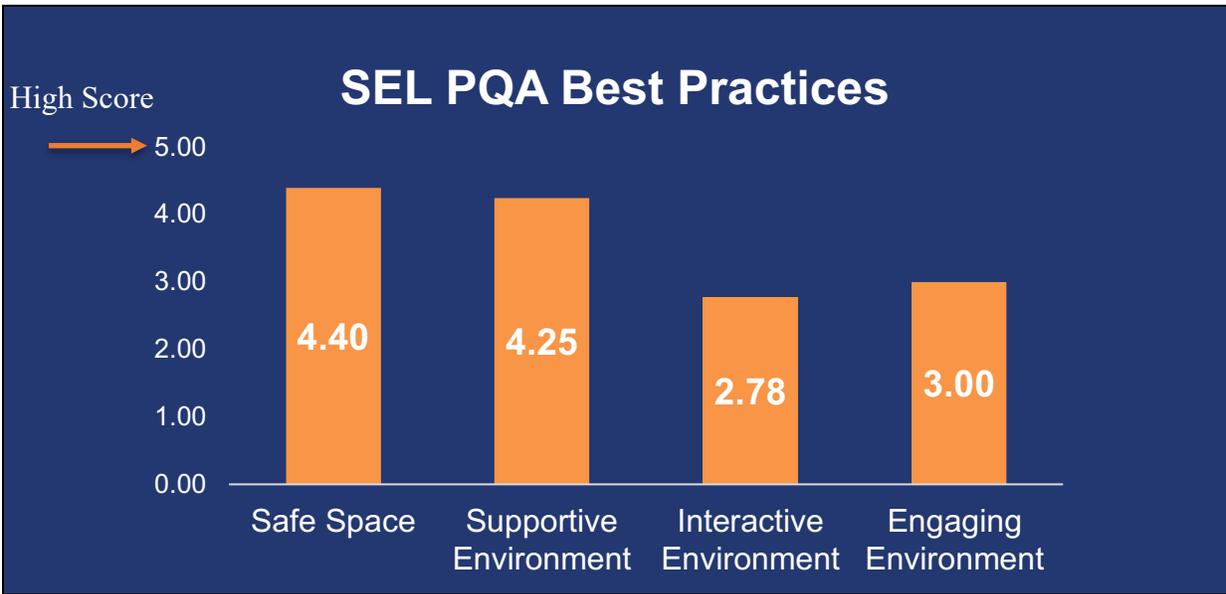
d. Transportation

The Hoover 21st Century Program was not able to provide transportation. 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 21st Century programming across the state, the Office of Superintendent of Public Instruction along with the David P. Weikart Center decided it was time to revisit program quality. The requirement for the year was for programs to participate in self-assessment and external observations via in-person program.

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



VI. Outcome Evaluation Plan & Results

A. Outcome Evaluation Plan

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

B. Outcome Evaluation Results

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

a. Attendance

Youth Participation Levels Program-wide

Total Served: 174

Total 30+ days: 82

Goal: 80

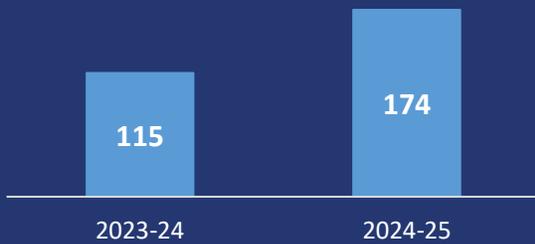
1-15 days 16-29 days 30-59 days 60-89 days 90+ days

	1-15 days	16-29 days	30-59 days	60-89 days	90+ days
Student %	21%	32%	44%	3%	1%
Student #	36	56	76	5	1

The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities, the center turned to creative programming. As a result, participation and retention in the Hoover Program increased significantly. A larger number of students were able to access the program's services, and though this effort to serve many students, the goal for regular attendees was met. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 44% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

Below is a review of the total youth and regular attendees served over the life of the grant.

Youth Served Year 2 Attendance

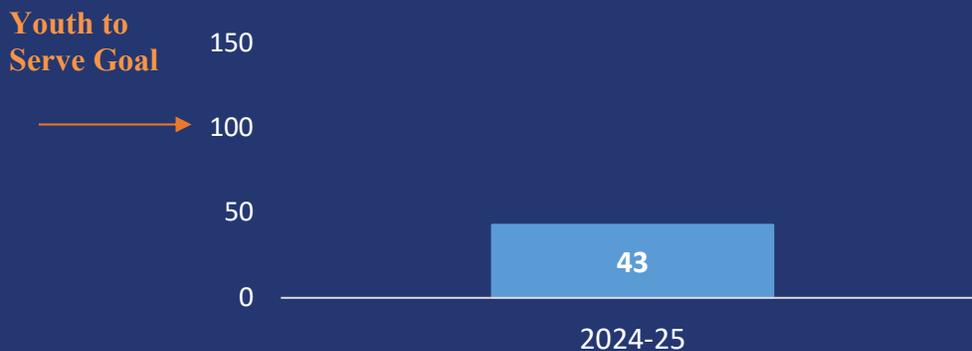


Regular Attendees Served Year 2 Attendance



As part of the Summer Program, the Hoover 21st Century site served 36 youth, falling short of the goal of 100 students. This represents 36% of the target. The shortfall was due to multiple logistical challenges outside of the 21st Century team's control.

Youth Served in Summer Program



Family Members Served Program Wide (Goal*50)

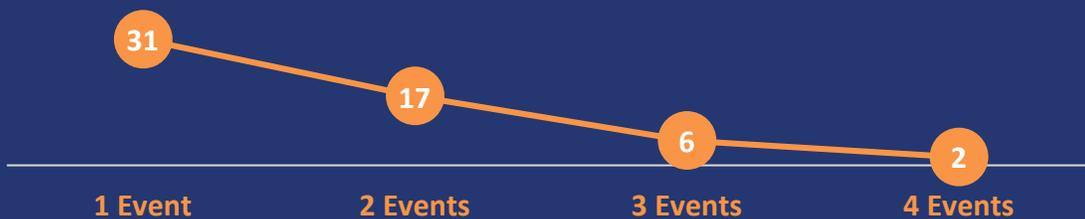
76 Family Members Served

The Hoover Program held 13 family engagement events in its second year. On the following page is a list of all the events that were offered to family members of the Hoover Program participants.

13 Family Events Offered	Event Name	Number of Sessions
	Harvest Family Night	1
	Learning Fiesta	1
	Lego Family Night	1
	Parent Night	1
	Pumpkin Painting	1
	Student of the Month	1
	YSD Migrant Literacy Night	1
	YSD Posada Familiar	1
	YSD Literacy Night Migrant	1
	21 st Century Family Night	1
	Health Fair	1
	YSD Migrant Math Night	1
YSD Migrant Steam Family Night	1	

Of the 76 family members served, 57 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities annually.* From the total number of regular attendee family members, 2 (4%) attended four or more educational events. It was not possible to achieve the objective however staff are committed to make this a focus during the upcoming year. The graph below shows the participation of family members of regular attendees.

Regular Attending Family Members Attendance



Over the span of 11 months, the program provided a total of 21.5 hours of family engagement, averaging roughly 1 hour and 47 minutes per month. While Cohort 19 of the 21st Century program is not required to provide a specific minimum number of family engagement hours each month, it is strongly encouraged to offer monthly family activities. This encouragement stems from the Cohort's broader objectives, which include a target for family involvement, increasing parents or adult participants educational development, increasing the attendance frequency of regular attendee family members to 4 events, and a goal to serve at least 50 family members through these initiatives.

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

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

b. Academic Achievement

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

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

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

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

Grant Outcomes			
These outcomes were measured during the 2024- 2025 program year			
Student Performance Outcomes	Target	Cohort Average	Hoover
Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments annually	60%	90%	100%
Regular attending students will increase math academic achievement by moving from not proficient to proficient on State Math Assessments annually	60%	69%	87%
Regular attending students will increase Reading skills as measured by DIBELS	75%	61%	68%
Regular attending students will increase Math skills as measured by FASTtrack	75%	90%	87%
Regular attending students will demonstrate a growth mindset	80%	93%	95%
Regular attending students will demonstrate a growth interpersonal skills	80%	87%	88%
Regular attending students will demonstrate a growth self-regulation skills	80%	83%	89%
Regular attending students will have a daily school-day attendance rate of 90% or greater annually	90%	78%	80%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	100%
In Year 1, staff will attend the Live Planning with Data training to review scores	100%	100%	100%
Three goals based on the SEL PQA scores will be submitted into Scores Reporter each spring	100%	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	89%	83%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities annually	75%	3%	4%
<i>Achieved outcomes are listed in orange</i>			

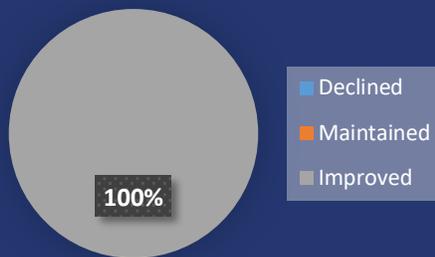
Local Academic Data:

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

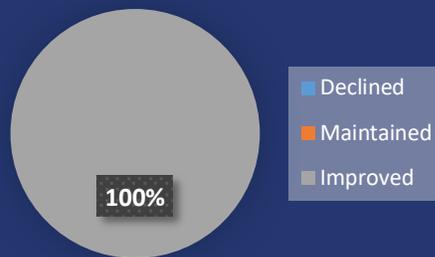
The Hoover 21st Century program submitted Dibels Assessment scores for reading using Fall 2024 and Spring 2025 data. Of the 62 reading scores analyzed by RGI Corporation; 62 (100%) youth improved their reading scores. Of the 19 Amplify Lectura Assessment scores analyzed: 19 (100%) youth demonstrated 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:

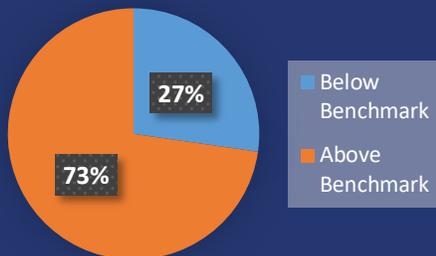
Dibel Assessment Scores



Amplify Lectura Assessment Scores

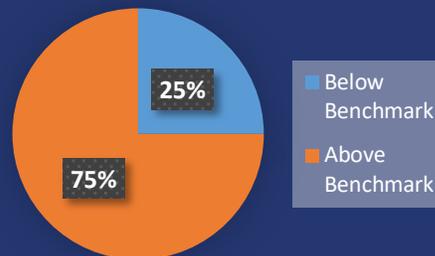


**Beginning of the Year-
Dibels Composite Scores**



Number of Youth: 63
Goal: 306
Score Range: 253 to 391
Average: 322.5

**End of Year-
Dibels Composite Scores**

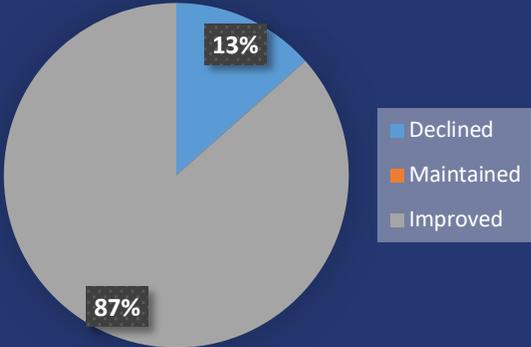


Number of Youth: 62
Goal: 420
Score Range: 357 to 502
Average: 434.1

The Hoover 21st Century program submitted Fast Track Math Assessment scores for Math using Fall 2024 and Spring 2025 data. Of the 52 Math scores analyzed by RGI Corporation: 45 (87%) youth improved Math academic achievement, 7 (13%) decreased assessment scores compared to the previous testing period.

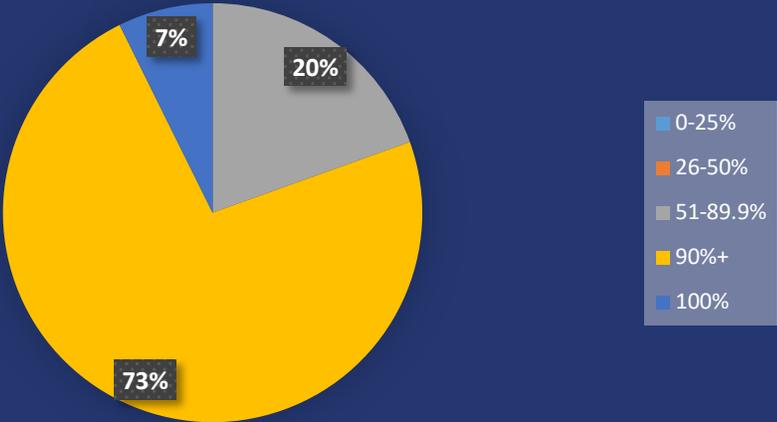
The following chart below illustrates the academic results in Math:

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 16 had a daily school-day attendance rate of 51%- 89.9%, 69 students had 90% or greater attendance rate, and 6 students had a 100% daily school attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

66 Students had 90% or greater School Attendance Rate



c. Student Behaviors and Attitudes

RGI Youth Feedback Survey:

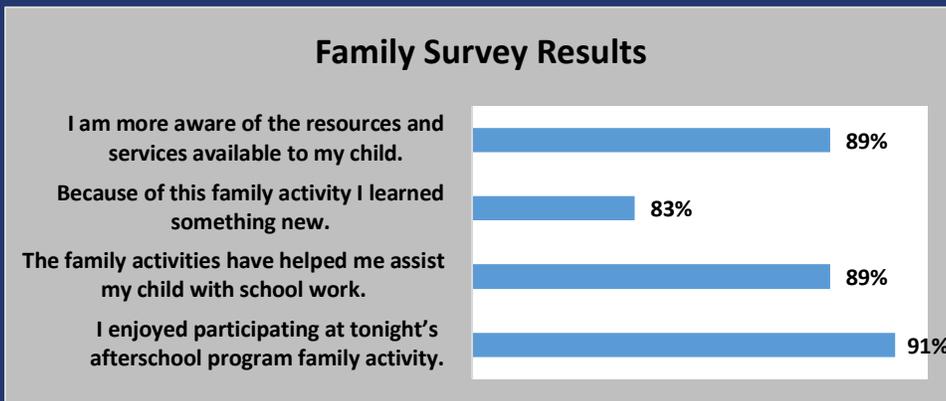
A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to “*demonstrate a growth mindset, interpersonal, and self-regulation skills*”. A youth feedback survey was developed by RGI and administered by Program staff. The purpose of the youth feedback survey is to assess positive student behavior on three scales: growth mindset, interpersonal skills, and self-regulation skills. Youth can respond Yes or No for each statement. The total responses with Yes for each statement were then calculated to determine the total percentage for each behavior scale. Over the course of the program year, 98 attendees completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
Growth Mindset	<i>This program helped me try new things.</i>	99%
Interpersonal Skills	<i>I learned to work in a team.</i>	94%
Self-Regulation Skills	<i>This program helped me learn how to be patient.</i>	94%

d. Family Engagement

Family Survey:

As part of the grant, RGI developed a comprehensive family survey designed to assess both the level of services provided to participants' parents and their educational knowledge. The intent of this survey was to gather valuable insights into how effectively the program was meeting the needs of families and to identify areas for improvement. Of the 76 family members served, a total of 53 family members responded to the surveys for the Hoover 21st Century site.



RGI recommends that the Hoover Program staff continue to administer and collect Family Surveys during the 2025-2026 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.

e. Community Collaborations

Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	Yakima Valley Farm Workers	\$1,000.00
Donated Materials	Yakima Valley Pippins	\$250.00
Volunteers & Staffing	Hoover PTO	\$1,500.00
Other	-	-
Total Contributions for the 2024-25 year		\$2,750.00

The Hoover 21st Century program has received support from a wide range of support that greatly strengthened its overall impact. This support has taken many forms, including high-quality programming, dedicated staff, generous community donations, and the active involvement of volunteers. As a result, youth participants engaged in enriching learning opportunities that expanded both their academic skills and personal development. The diverse network of support created a dynamic, nurturing environment that ensured students had access to meaningful opportunities and essential resources. These contributions have been instrumental in supplementing program resources, extending the reach of services, and enhancing the program's overall effectiveness.

VII. Appendix

A. Program Recommendations

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

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

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

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

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

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

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

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

B. Resources

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

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

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

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

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

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

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

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

- [You for Youth](#)
- [Afterschool Matters](#)
- [The Wallace Foundation](#)

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

2025-2026 Logic Model- Hoover Elementary School					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>With recent administrative changes at Hoover Elementary, the Educational Service District 105 Team will continue to strengthen communication and collaboration with the Hoover building administration to enhance and sustain an enriching Morning Math Program. There is also a clear need to expand professional development opportunities so staff feel equipped to support youth and their diverse needs. Additionally, the program recognizes the importance of intentional family outreach. Staff will actively invite families from previous sessions to increase participation and ensure families continue to benefit from engagement opportunities that foster learning and connection.</p>	<p>Increase opportunities for staff professional development</p> <p>Increase participation for regular attendee adult/family members</p> <p>Strengthen communication and partnership amongst ESD 105 Administration and Hoover Administration Team</p> <p>Operate an enriching Math Morning Program</p>	<p>ESD 105 Administration Team</p> <p>ESD 105 Program Manager: Kendra Korynta</p> <p>ESD 105 21st Century Program Director: Theresa Maier</p> <p>Program Staff</p> <p>Hoover Elementary Administration Team School Staff</p> <p>Funding 21st Century Funds</p> <p>Curriculum PCS Edventures ESD Program Curriculum Second Step</p> <p>Partnerships Soccer Program YSD Migrant Program</p> <p>Supplies STEM Kit Activity based materials</p>	<p>The ESD 105 Team will track staff attendance for all Professional Development events.</p> <p>All staff will have access to multiple professional development opportunities through virtual and in-person sessions, including webinars, Eastside professional symposium, and internal ESD 105 trainings.</p> <p>The Program will offer monthly family engagement opportunities for all participating families. Example: Math Literacy Night, Family Festival, Loteria Night.</p> <p>The Program staff will work with the Hoover Administration to be intentional and invite families from previous sessions via announcements and flyers.</p> <p>Quarterly coordination meetings will be scheduled at the beginning of each session to discuss programming, student needs, or family needs.</p> <p>The Program will offer 45 minutes of Morning Math Program Tuesday through Friday including conference week for all youth K-5th grade.</p>	<p>The ESD 105 will track and maintained records of staff participation in PD.</p> <p>All staff who participate will show confidence in program implementation and delivery, support youth and family needs. Staff will also show improved knowledge within the SEL Assessment Tool through staff practices.</p> <p>Program will host a minimum of 1 family event per month it will give participating families multiple opportunities to attended more than 2 events. Participating families will also learn different skills to help support their student.</p> <p>Families from previous sessions will be invited through personalized outreach (direct communication, flyers, digital reminders).</p> <p>Participation from Quarterly Administration meetings will lead to strengthened communication, teams will have an opportunity to share what students and families will be doing. ESD Team will also have the opportunity to gain feedback and how to improve program.</p> <p>Students needing math supports will be referred to the morning program. All participating students will demonstrate growth in math achievement.</p>	<p>At least 80 % of program staff will participate in two or more professional development session during the school year.</p> <p>70% of staff will report increased confidence in delivering curriculum academic enrichment activities.</p> <p>At least 50% of regular attendee families will participate in two or more family engagement activities.</p> <p>Quarterly coordination meetings will be scheduled and attended by both ESD 105 and Hoover administration teams.</p> <p>At least 20 students will participate in Math Morning Program by the end of the first session.</p> <p>Participating students will show math achievement based on Imagine Math Progress Report.</p>

III. Lewis & Clark Middle School

A. Summary

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at Lewis & Clark Middle School for the 2024-25 program year, from Fall 2024 to Spring 2025. The program staff, school, participants, and families know this program as Lewis & Clark MS 21st Century and that is how the program will be addressed throughout this report.

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

a. Strengths & Successes

During the end-of-year site interview, Coordinator Adriana Olea-Lopez highlighted several successes that contributed to a strong program year. With the support of teachers and 21st Century staff, the program was able to host more family nights, creating opportunities for families to connect and engage with their students' learning.

Coordinator Olea-Lopez also shared that the additional support made it easier to stay current with EZ Reports, ensuring that reporting requirements were met accurately and on time. Furthermore, professional development and training opportunities helped deepen her ability to better understand students and their needs, which strengthened overall program delivery.

In addition, Coordinator Olea-Lopez emphasized the positive role of social-emotional learning (SEL) in the program. SEL was intentionally woven into activities, giving students a safe space to express themselves, work as a team, and build supportive relationships. She noted that SEL served as a powerful tool for fostering both individual growth and a sense of community among participants.

b. Challenges & Barriers

The 2024 Summer Program faced several challenges that impacted implementation. A last-minute directive from the school district partner required reducing daily operating hours from four hours to three. This change also limited the program's ability to provide meals, allowing only breakfast and a snack rather than the originally planned lunch. Despite significant efforts by staff to preserve the four-hour schedule and ensure students received lunch before dismissal, the adjustment could not be avoided.

To address the reduction in instructional time, asynchronous activities were introduced at the end of the program to help sustain learning momentum. While these changes contributed to a decline in overall attendance and prompted questions and concerns from parents, the dedication of staff and partners ensured that students still received meaningful and engaging enrichment opportunities despite the shortened schedule and logistical difficulties.

Coordinator Adriana Olea-Lopez also reflected on the challenges she experienced in her role throughout the year. At the start, she found it difficult to balance her responsibilities with other jobs, which made time management a significant hurdle. However, with support from colleagues and staff, she was able to better manage her workload and find balance.

Another challenge she identified was the tendency to take work home or complete tasks on her days off. To address this, she developed strategies such as finishing tasks on time or starting earlier in the day, which helped her maintain healthier boundaries and reduce stress.

These reflections highlight the importance of both team support and time management practices in sustaining staff well-being and effectiveness.

c. Recommendations and Next Steps

To build on these lessons, it is recommended that the program continue to strengthen staff support systems by ensuring coordinators have access to peer collaboration, shared resources, and clear role expectations. Additionally, providing professional development focused on time management and work-life balance could help coordinators maintain boundaries and prevent burnout. Encouraging ongoing dialogue around workload distribution will further ensure that staff feel supported and equipped to succeed in their roles.

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

Our **Camino Brillante** Program builds on an established strategic partnership between the Educational Service District 105 (located in Yakima), Yakima School District, Enterprise for

Progress in the Community (EPIC), a community-based organization located in Yakima, and other local community partners that came together to create a pathway for students to academic success. Partners bring unique resources and expertise in new ways to provide needed support for students on a path to academic success and well-being.

Yakima School District is a mid-size and high-need school district with one of the most diverse student populations in the state. EPIC is a community-based organization that provides children and families with a range of early learning, parent training, health screenings, physical exams and complementary social services. EPIC will be a key partner because they already provide a range of services to families in these schools. The COVID-19 pandemic has changed the way supports are offered in afterschool programming.

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 September 2025 with the Site Director to develop the 2025-2026 Logic Model. The 2025-26 program year Logic Model was created keeping in mind the changes program saw as necessary to accomplish, while also addressing the needs of program for the year. Following the meeting, RGI Evaluator emailed the coordinator a copy of the models created so all parties could review what was discussed, follow up on, and edits could be made. The template used for the models was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21st CCLC programs.

The goal is for this document to be revisited by the 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 2025-26 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 2024 Program: The program year began with a summer session on July 01, running for 30 days until August 13, 2024. Summer program was hybrid and operated Monday through Friday from 8:30 AM to 11:30 AM for a total of 15 hours each week. In the grant application, a four-week summer program 4 days per week was proposed. This resulted in a goal of hosting 16 days of summer program, which was met and exceeded.

The Summer Program encountered operational adjustments that influenced its implementation. A last-minute directive from the school district partner required reducing daily operating hours from four hours to three, lowering the total instructional time from 20 hours per week to 15. This change posed challenges for meeting original program goals and maintaining the intended level

of academic and enrichment opportunities. In response, staff worked collaboratively to maximize the impact of the reduced schedule. Asynchronous activities were introduced at the end of the program to extend learning beyond direct contact hours and sustain academic momentum.

School Year 2024-25 Program: The school year program operated a program for 102 days Tuesday through Friday beginning September 26, 2024 and ending June 05, 2025. During that time, the program operated after school from 2:30 pm to 4:30 pm, for a total of 8 hours per week. The grant proposed to offer program four days per week for 32 weeks during the school year, totaling 128 days of program. The site proposed a program year that Lewis & Clark MS 21st Century site met **80%** of the grant goal.

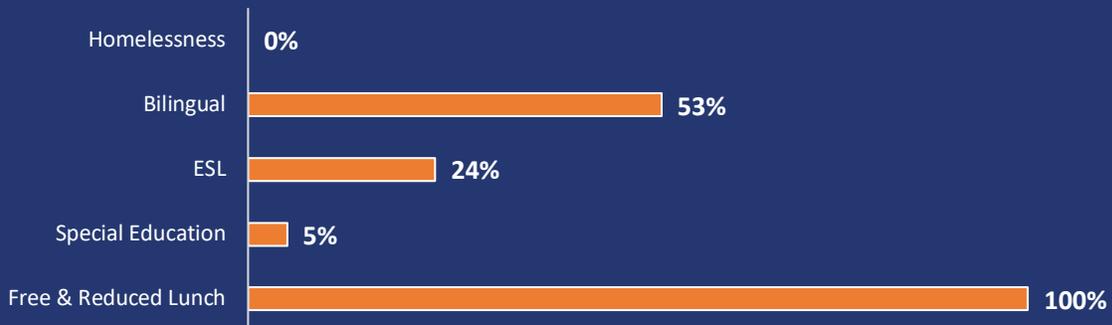
The program operations proposal for the Summer and School Year is shown in the chart below, compared to the number of days that were offered at the site. To the right is the total number of program hours served entered into the EZ Reports Database System.

Available Program Days
Summer & School Year



b. Serving the Target Population

Population Served Demographics



Recruitment & Retention:

Recruitment for the summer program began during spring conferences, where staff set up a table and provided forms so parents could easily sign up their students. Additional opportunities to connect with families were offered at the **front office** and during incoming 6th grade night, ensuring parents were well-informed about enrollment options.

For after-school programming, recruitment efforts were tailored to reflect the changing club offerings each session. Flyers were created for every session and distributed widely, including placement in hallways for students to see and through Parent Square postings managed by administration, which allowed families to stay updated and engaged.

These proactive strategies helped maintain strong visibility of the program, kept families well-informed, and supported steady enrollment throughout the year.

c. Activities

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

Summer activities Offered:

Summer Session
Session LC Summer School- Activities included- Academic Math and Reading Achievement Support Extension Student Magazine- Activities included SEL, Math, Reading, STEAM

School Year Activities Offered:

Session 1	Session 2	Session 3
Art Club Build It Club Cooking Drones SEL Podcast Winter Magazine	Art Club Create Game Club Media Club Ski Club	Intersession Take Home Magazine Beautification Game/ Claymation Community Building SEL Homework Help

d. Transportation

The Lewis and Clark 21st 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 21st Century programming across the state, the Office of Superintendent of Public Instruction along with the David P. Weikart Center decided it was time to revisit program quality. The requirement for the year was for programs to participate in self-assessment and external observations via in-person program.

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



VI. Outcome Evaluation Plan & Results

A. Outcome Evaluation Plan

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

B. Outcome Evaluation Results

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

a. Attendance

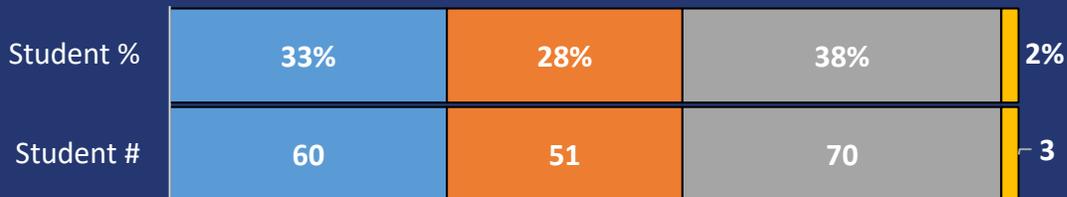
Youth Participation Levels Program-wide

Total Served: 184

Total 30+ days: 73

Goal: 80

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



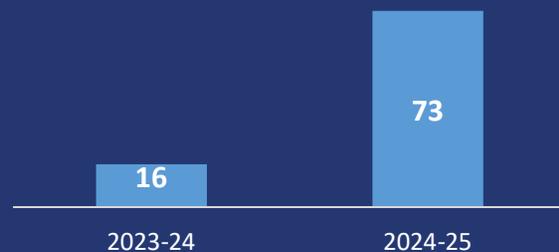
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities, the center turned to creative programming. As a result, participation and retention in the Lewis & Clark MS Program increased significantly. A larger number of students were able to access the program's services, and through these efforts to serve many students, the goal for regular attendees was met. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 40% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

Below is a review of the total youth and regular attendees served over the life of the grant.

Youth Served Year 2 Attendance



Regular Attendees Served Year 2 Attendance



Family Members Served Program Wide (Goal*30)

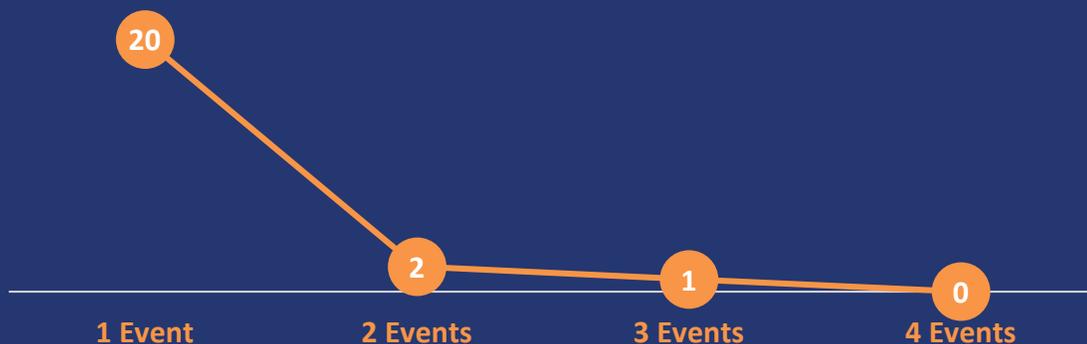
63 Family Members Served

The Lewis & Clark Program held 16 family engagement events in its second year. Below is a list of all the events that were offered to family members of the Lewis & Clark Program participants.

	Event Name	Number of Sessions
16 Family Events Offered	Art Club Showcase	1
	Family Chili Feed	1
	Incoming 6 th Grade Night	1
	Parent Ski Club Night	1
	YSD Literacy Night Migrant	1
	YSD Migrant Literacy Night	1
	YSD Migrant Math Night	1
	YSD Migrant STEAM Family Night	1
	YSD Posada Familiar	1
	Fast P Teens- Parenting Classes	6
	Health Fair	1

Of the 63 family members served, 23 were family members of regular program participants. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities annually.* From the total number of regular attendee family members, 0 (0%) attended four or more educational events. It was not possible to achieve the objective however staff are committed to make this a focus during the upcoming year. The graph below shows the participation of family members of regular attendees.

Regular Attending Family Members Attendance



Over the span of 11 months, the program provided a total of 21.5 hours of family engagement, averaging roughly 1 hour and 57 minutes per month. While Cohort 19 of the 21st Century program is not required to provide a specific minimum number of family engagement hours each month, it is strongly encouraged to offer monthly family activities. This encouragement stems from the Cohort's broader objectives, which include a target for family involvement, increasing parents or adult participants educational development, increasing the attendance frequency of regular attendee family members to 4 events, and a goal to serve at least 30 family members through these initiatives.

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

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

b. Academic Achievement

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

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

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

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

Grant Outcomes			
These outcomes were measured during the 2024- 2025 program year			
Student Performance Outcomes	Target	Cohort Average	Lewis & Clark
Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments annually	60%	90%	63%
Regular attending students will increase math academic achievement by moving from not proficient to proficient on State Math Assessments annually	60%	69%	45%
Regular attending students will increase Reading skills as measured by DIBELS	75%	61%	63%
Regular attending students will increase Math skills as measured by FASTtrack	75%	90%	45%
Regular attending students will demonstrate a growth mindset	80%	93%	93%
Regular attending students will demonstrate a growth interpersonal skills	80%	87%	90%
Regular attending students will demonstrate a growth self-regulation skills	80%	83%	78%
Regular attending students will have a daily school-day attendance rate of 90% or greater annually	90%	78%	74%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	100%	100%
In Year 1, staff will attend the Live Planning with Data training to review scores	100%	100%	100%
Three goals based on the SEL PQA scores will be submitted into Scores Reporter each spring	100%	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	89%	90%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities annually	75%	3%	0%
<i>Achieved outcomes are listed in orange</i>			

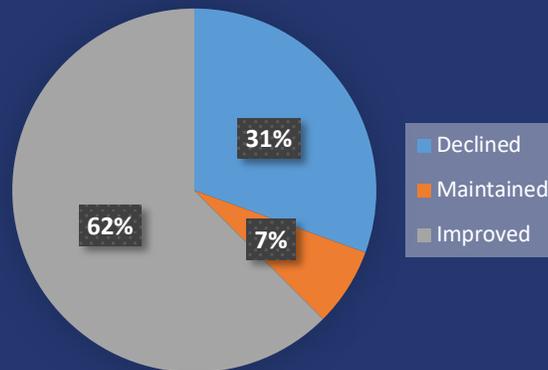
Local Academic Data:

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 **LEXILE**, and **FastTrack Math Assessment** data.

The Lewis & Clark MS 21st Century program submitted LEXILE Assessment scores for reading using Fall 2024 and Spring 2025 data. Of the 72 reading scores analyzed by RGI Corporation; 45 (63%) youth improved their reading scores.

The following charts illustrate the academic results in reading:

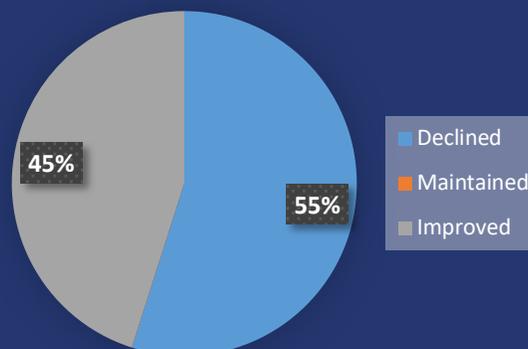
LEXILE Assessment Scores



The Lewis & Clark MS 21st Century program submitted Fast Track Math Assessment scores for Math using Fall 2024 and Spring 2025 data. Of the 71 Math scores analyzed by RGI Corporation: 32 (45%) youth improved Math academic achievement compared to the previous testing period.

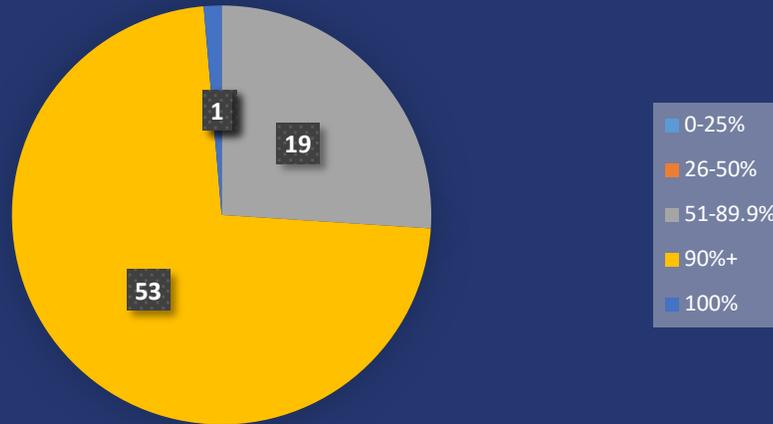
The following chart illustrates the academic results in Math:

FastTrack Math Assessment Scores



School-day attendance annual records for 73 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%, 53 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:

54 Students had 90% or greater School Attendance Rate



c. Student Behaviors and Attitudes

RGI Youth Feedback Survey:

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

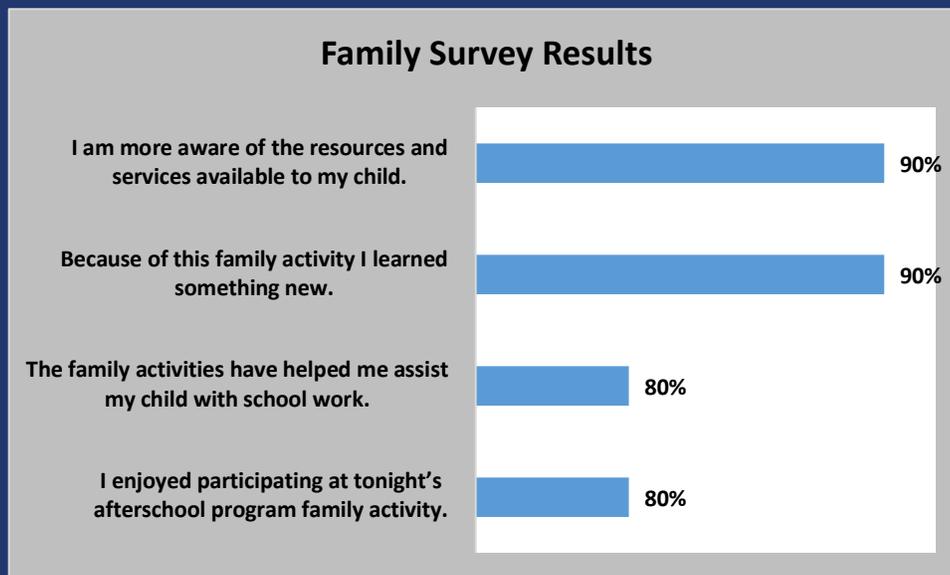
Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
Growth Mindset	<i>This program helped me try new things.</i>	98%
Interpersonal Skills	<i>I learned to work in a team.</i>	94%
Self-Regulation Skills	<i>I learned that my feelings affect how I do in class.</i>	95%

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

d. Family Engagement

Family Survey:

As part of the grant, RGI developed a comprehensive family survey designed to assess both the level of services provided to participants' parents and their educational knowledge. The intent of this survey was to gather valuable insights into how effectively the program was meeting the needs of families and to identify areas for improvement. Of the 63 family members served, a total of 10 family members responded to the surveys for the Lewis and Clark Middle School 21st Century site.



RGI recommends that the Lewis & Clark Program develop a clear and achievable plan for administering and collecting Family Surveys during the 2025-2026 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.

Adopting a comprehensive and adaptable strategy for gathering family feedback will be critical to ensure data is accurate, meaningful, and actionable. The recommendations below outline strategies to strengthen the process and overcome potential barriers.

1) Early Integration of Feedback

Recommendation: Start collecting family feedback early and prioritize it throughout the program.

Benefit: Enables continuous tracking and timely adjustments based on family needs.

2) Multiple Feedback Channels

Recommendation: Offer surveys via paper, online platforms, or phone/in-person interviews.

Benefit: Increases participation, especially from families with limited technology access.

3) Track Responses & Follow-Up

Recommendation: Implement a system to track and follow up with non-responding families.

Benefit: Ensures broader participation and more comprehensive feedback.

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

e. Community Collaborations

Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	Seattle Children’s Hospital, ESD 105 Student Support, White Pass	\$4,000.00
Donated Materials	Yakima Valley Pippins, White Pass	\$9,250.00
Volunteers & Staffing	ESD 105 Student Support	\$500.00
Other	-	-
Total Contributions for the 2024-25 year		\$13,750.00

The Lewis and Clark Middle School 21st Century program has received support from a wide range of support that greatly strengthened its overall impact. This support has taken many forms, including high-quality programming, dedicated staff, generous community donations, and the active involvement of volunteers. As a result, youth participants engaged in enriching learning opportunities that expanded both their academic skills and personal development. The diverse network of support created a dynamic, nurturing environment that ensured students had access to meaningful opportunities and essential resources. These contributions have been instrumental in supplementing program resources, extending the reach of services, and enhancing the program’s overall effectiveness.

VII. Appendix

A. Program Recommendations

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

Strengthen Recruitment and Retention Efforts

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

Broaden Student Engagement through Relevant Programming

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

Enhance Family Engagement

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

Staff Training and Development

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

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

B. Resources

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

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

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

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

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

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

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

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

- [You for Youth](#)
- [Afterschool Matters](#)
- [The Wallace Foundation](#)

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

2025-2026 Logic Model- Lewis & Clark Middle School

Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>The Lewis and Clark Middle School 21st Century Program is committed to providing an enriching, hands-on experience where youth learn through engaging activities. Staff have identified a growing need for additional support in math, and in collaboration with the school administration, program activities will be aligned to strengthen math skills. The program will also be intentional in supporting both youth and families while working to increase participation and engagement.</p>	<p>Create and sustain student interest-based Clubs</p> <p>Increase 6th – 8th grade student participation and retention</p> <p>Improve student math academic achievement during the first session</p> <p>Increase meaningful family engagement and participation</p>	<p>ESD 105 Administration Team</p> <p>ESD 105 Program Manager: Kendra Korynta</p> <p>ESD 105 21st Century Program Director: Theresa Maier</p> <p>Program Staff</p> <p>Lewis & Clark Administration Team: Vikki Fogelson Swan Eaton</p> <p>Lewis & Clark MS: School Staff</p> <p>Funding 21st Century Funds Supplemental</p> <p>Curriculum PCS Edventures ESD Program Curriculum Math 4 Love</p> <p>Partnerships Hoover Elementary</p> <p>Supplies STEM Kit Spark Cards Writing Journals Activity based materials</p>	<p>Staff will recruit youth in 6th through 8th grade and enroll at least 20 youth for each club in each session.</p> <p>Staff will participate in an Open house to reach all Lewis and Clark MS students and share 21st Century program information. Program will offer a variety of Clubs Tuesday, Wednesday, Thursday from 2:30pm- 4:30pm for all 6th- 8th grade participants. Clubs include: Art, Cooking, Game/LEGO</p> <p>Staff will intentionally invite all Summer School participants to participate in the school year program. Invitations will be sent out.</p> <p>Staff will offer a variety of Math activities for all youth 6th- 8th grade Tuesday- Thursday for 45 minutes a day. Example: Math games, Problem solving, Fractions, Long division, Dice, Core 4 Strategies</p> <p>Program will offer monthly family engagement opportunities for all families. Example Activities: FAST Parenting Program, Literacy, Math Night.</p>	<p>Based on student voice and input, program integrated different Clubs in hopes of attracting more youth participation.</p> <p>Staff distributed flyers, and families used QR codes to register youth into 21st Century. The program also gathered youth feedback to gain insights on student interest for clubs.</p> <p>By offering student interest-based clubs, participation will increase, and youth will attend program regularly.</p> <p>Invitations were sent out to all Summer School participants to encourage increasing returning student participation and to increase regular 30+ day attendance.</p> <p>Through engaging fun math activities, students will learn and build different math skills and demonstrate improvement in math performance.</p> <p>Families will have multiple opportunities to attend family engagement events where they will also learn new skills and resources to support their students.</p>	<p>At least 15 students participate in each Club.</p> <p>At least 30 students demonstrate commitment by returning weekly.</p> <p>At least 30 students who attended Summer School enroll and participate in the school year program.</p> <p>All students show improved persistence and engagement in math activities. Families attend at least 2 or more events during year.</p> <p>75% of families will report having learned something new from the family engagement activities or events.</p>

