

21ST CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL TIME | COHORT 17

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

A. HIGHLIGHTS & ACHIEVEMENTS

490 Youth served

253 Family members served

3 Afterschool sites

205 Days of afterschool

44 Different parent offerings

168% Family member goal met

94% Regular attendee goal met

144% To serve youth goal met

88% Youth improved Math Test Scores

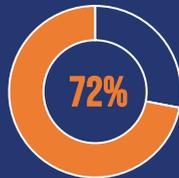
4.36 Average SEL PQA score in Safe Space

DEMOGRAPHICS

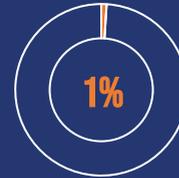
YOUTH: 490 TOTAL STUDENTS IN GRADE K-5



Low-income



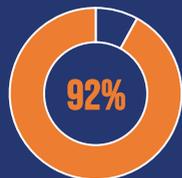
Hispanic



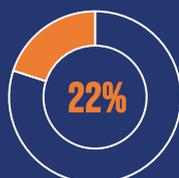
Special Ed.



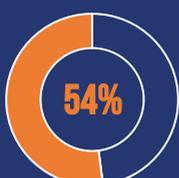
Female



Minority



ELL



Bilingual



Male

FAMILY MEMBERS

44

Total activities

60.5

Total hours of family engagement

129

Regular attendee family members participated

B. OVERVIEW OF CENTERS

Adams Elementary – Yakima, WA

Grades K-5

Summer Program (Hybrid Program)

- Operated July 01, 2024 – August 13, 2024 for 30 program days
- Served 62 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 September 20, 2024 – June 12, 2025 for 175 program days
- Served 54 students operating from 7:30 AM to 8:15 AM Monday – Friday
- Special Focus included: Social Emotional Learning



Minority

After School Program (In-Person)

- Operated September 20, 2024 – June 12, 2025 for 175 program days
- Served 196 students operating from 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Literacy, Physical Activity, Social Emotional Learning, Art, STEM



ELL

McKinley Elementary – Yakima, WA

Grades K-5

Summer Program Program (Hybrid Program)

- Operated July 01, 2024 – August 13, 2024 for 30 program days
- Served 35 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

After School Program (In-Person)

- Operated September 26, 2024 – June 05, 2025 for 117 program days
- Served 117 students operating from 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Literacy, Physical Activity, Social Emotional Learning, Art, STEM



Minority



ELL

Ridgeview Elementary – Yakima, WA

Grades K-5

Summer Program Program (Hybrid Program)

- Operated July 01, 2024 – August 13, 2024 for 30 program days
- Served 52 students operating from 8:30AM to 12:30 PM Monday – Friday
- Special Focus: Flight & Aerodynamics, Plant Seeds, Pirate Camp, Rock n’ Robots



Low-income

After School Program (In-Person)

- Operated September 26, 2024 – June 05, 2025 for 119 program days
- Served 172 students operating from 3:15 PM to 5:15 PM Tuesday – Friday
- Special Focus included: Literacy, Physical Activity, Social Emotional Learning, Art, STEM



Minority



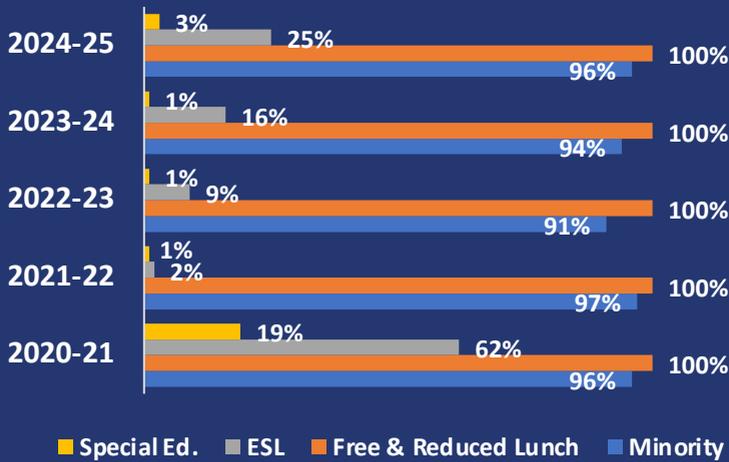
ELL

B. OVERVIEW OF CENTERS

Adams Elementary– Yakima, WA

Grades K-5

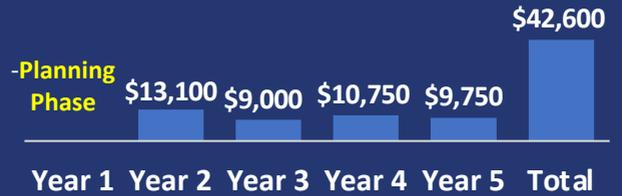
Demographics



Days of Programming



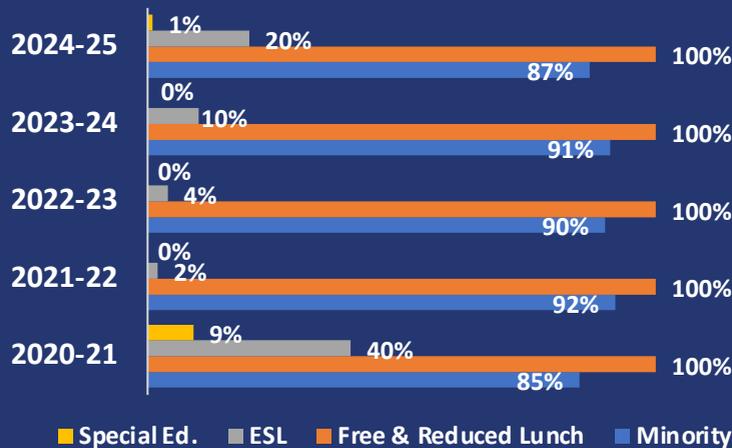
In-Kind Contributions



McKinley Elementary – Yakima, WA

Grades K-5

Demographics



Days of Programming



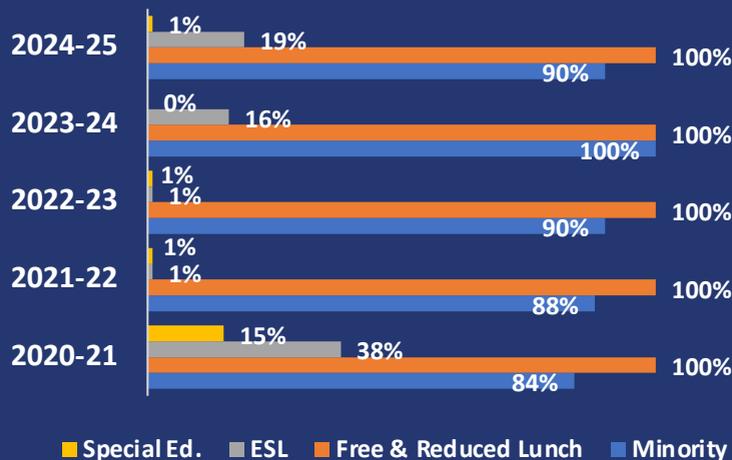
In-Kind Contributions



Ridgeview Elementary– Yakima, WA

Grades K-5

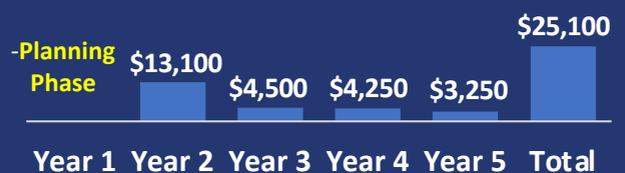
Demographics



Days of Programming



In-Kind Contributions



C. IMPLEMENTATION

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

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

Attendance – All Centers 2024-25

Youth Participation Levels Grant Wide						Total 30+ days 257
Day Range	1-15	16-29	30-59	60-89	90+	
Student #	106	127	203	38	16	Total Served 490
Student %	22%	26%	41%	8%	3%	

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

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

Served 252 Members

5-Year Summary of Regular Attendee Attendance



5-Year Summary of Family Member Attendance



External Program Quality Assessment 5-Year Overview



D. STATE AND LOCAL OUTCOMES

State and Local Testing Summary: Cohort 17 outcomes show strong gains in several areas, particularly in reading achievement on state assessments, where 100% proficiency was sustained from Years 3–5, far exceeding targets. Math achievement also consistently met or surpassed benchmarks, though with some year-to-year fluctuations. Social-emotional growth was another strength, with students demonstrating consistently high levels of growth mindset and interpersonal skills, though self-regulation declined slightly below target by Year 5. Program fidelity remained excellent, with staff training, observations, and PQA goals consistently completed at 100%. Areas needing improvement include daily school attendance, which never reached the 90% target, reading growth as measured by grades, and parent participation in educational workshops, which remained far below expectations despite steady improvement in parent education class participation.

Importantly, student feedback reflected that participants had a lot of fun and enjoyed the program, underscoring its value beyond measurable outcomes. Overall, the program not only advanced academic and social-emotional skills but also created a positive and engaging environment where students felt supported and excited to learn.

Grant Outcomes Student Achievement and Program Outcomes: Five-Year Results

Student Performance Outcomes	Target	Year-1	Year-2	Year-3	Year-4	Year-5
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	-	99%	100%	100%	100%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	-	No Data	85%	66%	88%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	-	99%	65%	60%	64%
Regular attending students will increase Math skills as measured by Grades quarterly and annually	75%	-	No Data	85%	66%	88%
Regular attending students will demonstrate a growth mindset	80%	-	96%	97%	92%	92%
Regular attending students will demonstrate interpersonal skills	80%	-	96%	90%	80%	85%
Regular attending students will demonstrate self-regulation skills	80%	-	91%	90%	84%	79%
Regular attending students will have a daily school-day attendance rate of 90% or greater	90%	-	72%	84%	80%	84%
Self and external observations will be completed, scored and entered into Scores Reporter	100%	-	100%	100%	100%	100%
Staff will attend the Live Planning with Data training to review scores	100%	-	100%	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	-	100%	100%	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	-	Insufficient Data	78%	80%	88%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities-workshops in each session	75%	-	19%	3%	21%	10%
Year 1 of Cohort 17 was dedicated to planning for the implementation of Year 2. As this was a planning phase, no program or participant data is available from Year 1.						

SUGGESTED IMPROVEMENTS

Recommendations and resources are available in each site report.

21ST CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL: COHORT 17

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 FIVE

Adams Elementary



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

McKinley Elementary



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

Ridgeview Elementary



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

STUDENT DEMOGRAPHICS



Low-income



Special Ed.



Minority



ELL



Hispanic



Homelessness

ACTIVITIES

- Academic Support
- ELL Support
- Physical Activity
- Community Building
- Service Learning
- STEM
- Literacy
- Music
- Social Emotional Learning
- Art

FINDINGS

490 Youth served

Served Youth in grades K-5

52% Regular Attending program youth

Met 94% of Regular Attendee goal

III. Adams Elementary School

A. Summary

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

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

a. Strengths & Successes

Over the course of the grant, the program has experienced several notable successes that have strengthened both operations and student outcomes. A key accomplishment was the development of a comprehensive curriculum by the ESD 105 Administration team. Staff received complete lesson plans, materials, and resources in advance, ensuring that any staff member could confidently facilitate activities on any given day. This consistency not only reduced disruptions when staff were absent but also gave staff greater confidence in leading engaging and well-prepared lessons.

Another significant success was the restructuring of program operations. ESD 105 transitioned from a year-round model to a three-session structure, serving 4th–5th graders in the fall, 2nd–3rd graders in the winter, and kindergarten–1st graders in the spring. This change allowed the program to reach more students, tailor activities to the specific developmental needs of each grade level, and alleviate staff burnout by creating manageable cycles of programming. Lesson plans and materials were delivered by ESD 105 before and during each session, providing additional support and ensuring smooth implementation.

Beyond curriculum and operations, the program also built meaningful connections with students and families. Three student helpers supported the program throughout the year, actively recruiting peers and contributing to a welcoming environment. Families showed strong commitment by regularly attending family nights and even volunteering for future support. Students themselves expressed excitement about returning in the fall, with several indicating their interest in becoming helpers next year. Another success shared by staff was the incorporation of 10–15 minutes of dedicated SEL time each day, which provided youth with opportunities to build social-emotional skills alongside academic and enrichment activities.

Together, these successes demonstrate how thoughtful planning, intentional structure, and strong community engagement have created a program that is both sustainable for staff and meaningful for students and families.

b. Challenges & Barriers

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

The Summer 2024 program presented a number of challenges that required significant flexibility and problem-solving from staff. A last-minute directive from the school district reduced daily

program hours from four to three, which also limited meal service. Instead of the planned breakfast and lunch, the program was only able to provide breakfast and a snack. Staff worked diligently to preserve the original four-hour model and ensure students received lunch before going home, but the adjustment ultimately impacted scheduling and service delivery.

Another barrier was the summer school location, which was not centrally located for most students and families. This created additional difficulties for attendance and overall participation. To address the loss of instructional time, staff introduced asynchronous activities at the end of the program to help sustain learning momentum. Despite these efforts, attendance declined, and parents occasionally raised concerns about scheduling and accessibility.

Additional challenges included student registration, family night participation, and consistent student attendance. Staff responded with proactive outreach strategies such as calling parents directly, speaking with students during the school day to encourage attendance, sending reminders home, and using Parent Square notifications. While these measures helped mitigate some of the barriers, they required ongoing staff time and coordination to maintain engagement.

Despite these obstacles, the program team's persistence and creative problem-solving ensured that students continued to receive meaningful enrichment and academic opportunities in a supportive environment.

c. Recommendations and Next Steps

To strengthen program delivery and reporting, it is recommended that staff record the specific activities offered during each session. While listing daily block activities is efficient, it does not capture the full scope of opportunities provided. Using the description section in EZ Reports to name individual activities will create a clearer picture of program offerings and provide valuable insight into the variety of youth experiences.

Another important recommendation is for the Site Coordinator to revisit and refine the data collection process. By updating the database consistently throughout the year, staff can prevent missing information, reduce the burden of extensive year-end edits, and identify trends earlier. This will allow for timely adjustments to programming and better alignment with student needs.

Feedback from both youth and families should also be prioritized. Collecting youth surveys in April and family surveys after each event will provide ongoing input to guide program improvements. Maintaining a list of families who have not yet completed surveys will help ensure more comprehensive participation.

Finally, staff are encouraged to build partnerships with existing or incoming school programs. Collaborating with other after-school initiatives can minimize competition, expand participation, and broaden the range of activities available. These partnerships will also connect youth to additional resources and supports, enhancing both academic and personal growth.

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

IV. Program Overview

A. Theory of Change

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

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

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

B. Logic Model

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

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

V. Process Evaluation Plan & Results

A. Process Evaluation Plan

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

B. Process Evaluation Results

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

a. Operations

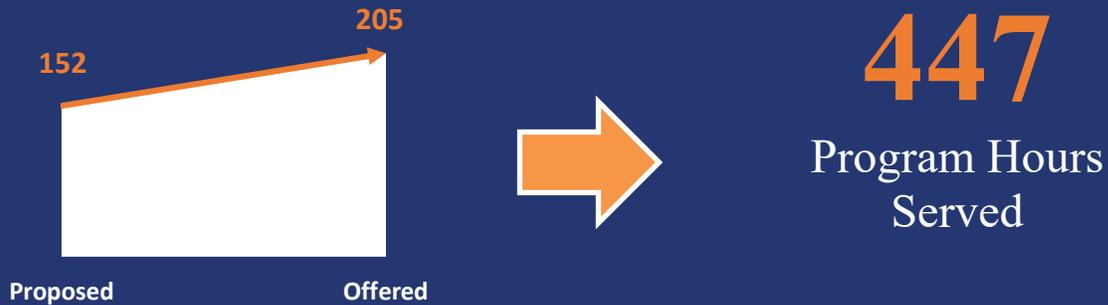
Summer 2024 Program: The program year began with a summer session on July 01, running for 30 days until August 13, 2024. Summer program was hybrid and operated Monday through Friday from 8:30 AM to 11:30 AM for a total of 15 hours each week. In the grant application, a six-week summer program 4 days per week was proposed. This resulted in a goal of hosting 24 days of summer program, which was met.

School Year 2024-25 Program: The school year program operated a hybrid program for 175 days Tuesday through Friday beginning September 20, 2024 and ending June 12, 2025. During that time, the program operated before school from 7:30 am to 8:15 am and after school from 3:15 pm to 5:15 pm, for a total of 11 hours per week. The grant proposed to offer program four days per week for 32 weeks during the school year, totaling 128 days of program. Adams proposed a program year that operated for a total 128 days and exceeded the target goal. Through hybrid programming the Adams 21st Century site met **136%** of the grant goal.

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

Available Program Days

Summer & School Year

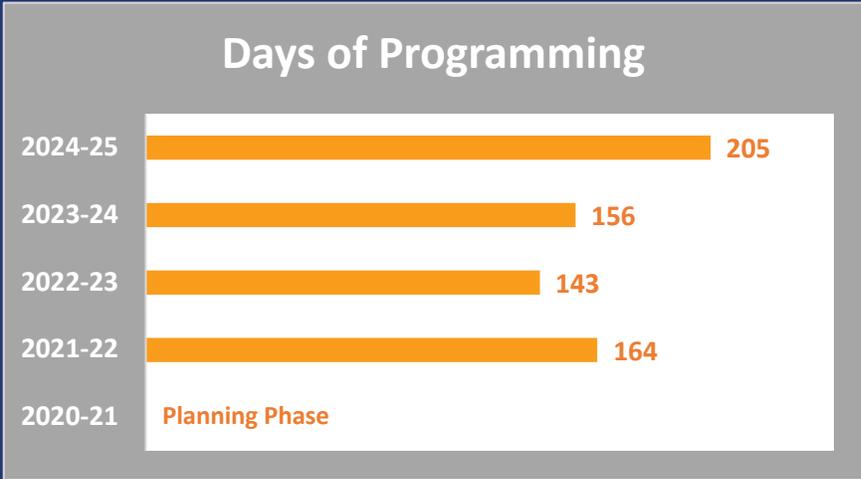


Over the life of the grant, the number of program days fluctuated due to unexpected challenges. In year one, operations were delayed by the grant competition timeline, leaving the program largely in the planning phase. During this same year, the COVID-19 outbreak caused nationwide school closures, and staff quickly adapted by creating a distance learning model to sustain programming.

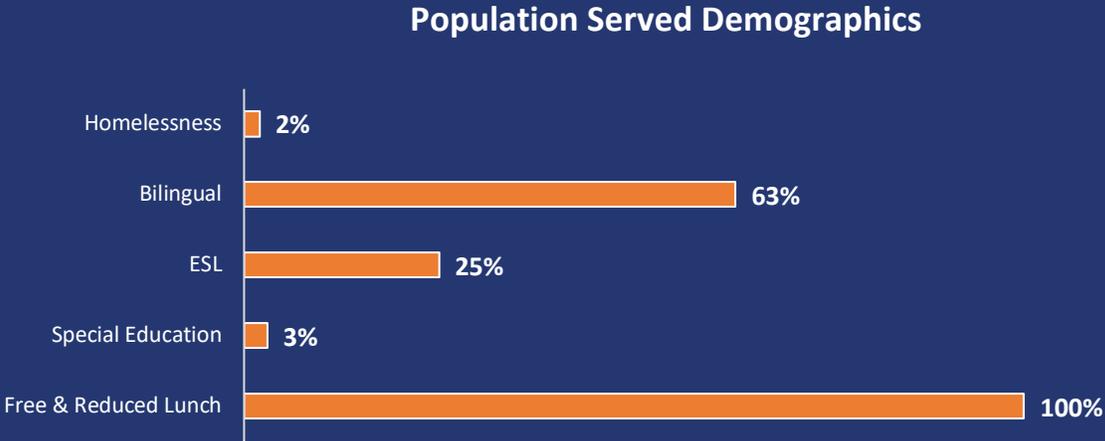
Year two reflected the impact of remote learning, but by year three the program adjusted to a “new normal” with in-person sessions resuming. In years four and five, the addition of asynchronous activities expanded learning opportunities and increased the number of days offered.

By the final year, the Adams Program achieved its strongest results, offering 205 program days. This growth demonstrates the program’s ability to adapt, recover, and ultimately expand opportunities for students despite early disruptions.

The following chart illustrates the number of program days offered throughout the life of the grant.



b. Serving the Target Population

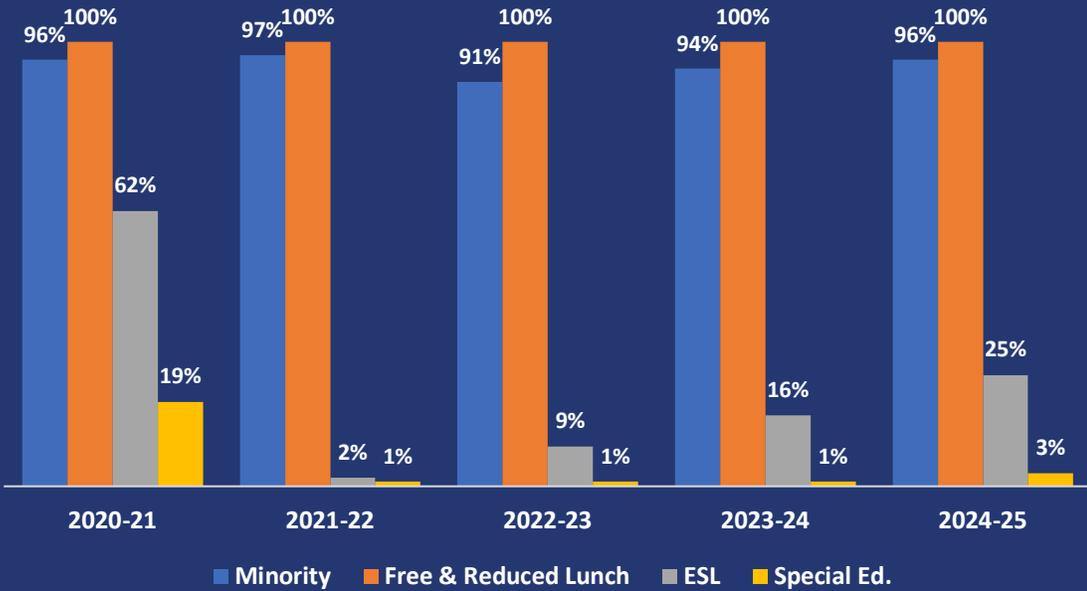


Recruitment & Retention:

To promote Summer School, flyers were distributed and shared through Parent Square to reach a broad audience. Registration forms were also sent home, and families received follow-up phone calls to encourage enrollment. During the school year, teachers distributed flyers and forms directly to students, while additional information was shared with parents via Parent Square. Word-of-mouth from current participants further strengthened recruitment, helping maintain strong enrollment throughout the year.

Beyond recruitment, the program prioritized retention by offering a variety of meaningful activities and maintaining consistent communication with families. These efforts fostered a strong sense of involvement and commitment among students, resulting in a steady group of regular attendees who remained engaged through the end of the year.

5 Year Overview Population Served Demographics



c. Activities

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

Summer Activities Offered:

Summer Program Themes
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, STEM, Reading, and Create Time.
Plan Seeds- Activities included SEL, STEM, Reading, and Create Time
Academic Support
Summer Extension Take Home Magazine- Activities included SEL, STEM, Reading, 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 Time to Share Homework Help Winter Take Home Magazine	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 Time to Share Homework Help SEL Morning Program	Theme: Unleash Your Wild Side Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minnows, Green Light SEL End of day Reflection Kindness & Appreciation Activity Time to Share Homework Help Take Home Magazine

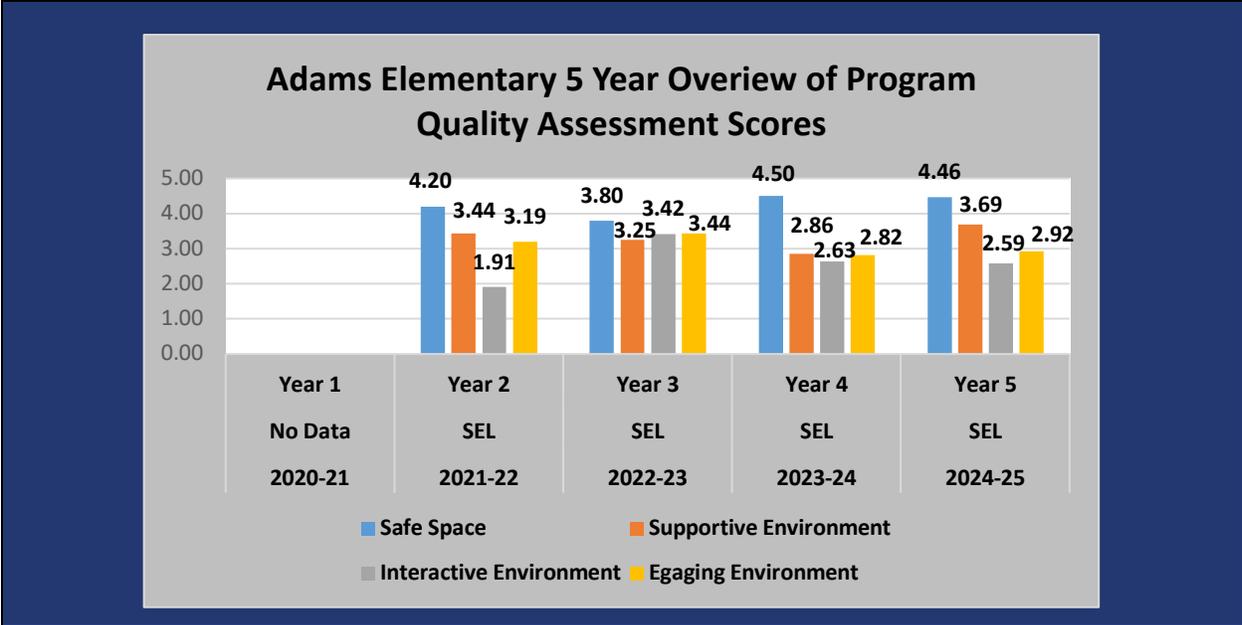
d. Transportation

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

e. Program Quality Assessment

The Youth Program Quality Assessment Tool is an evidence-based assessment developed by the High/Scope Educational Research Foundation to evaluate the effectiveness and quality of youth programs. Due to COVID-19, school closures, and the variation of 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:



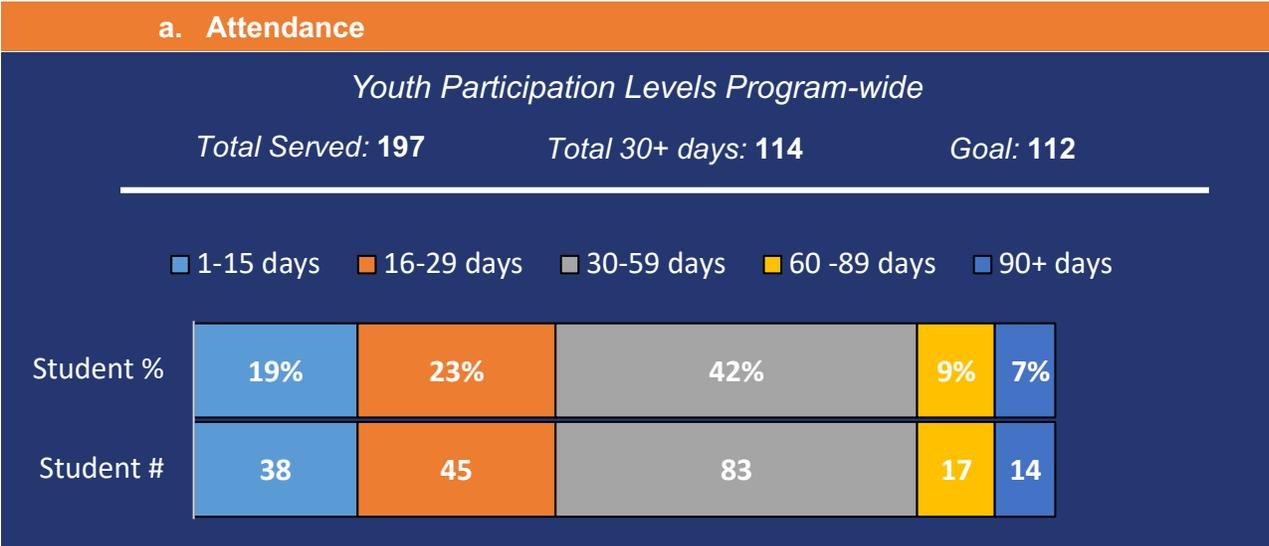
VI. Outcome Evaluation Plan & Results

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



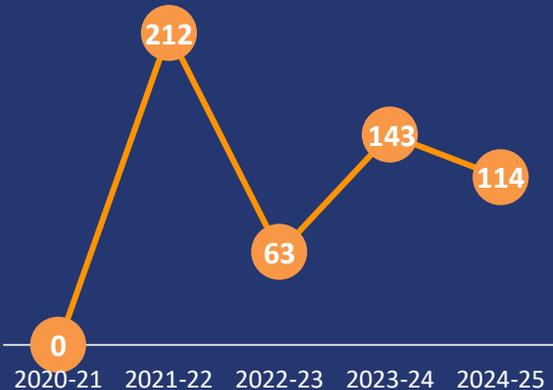
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities and achieve the target program days proposed, program offered some hybrid opportunities. As a result, the Adams Program, participation and retention increased and was met. A larger number of students were able to access program services. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 58% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

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

Youth Served 5 Year Attendance

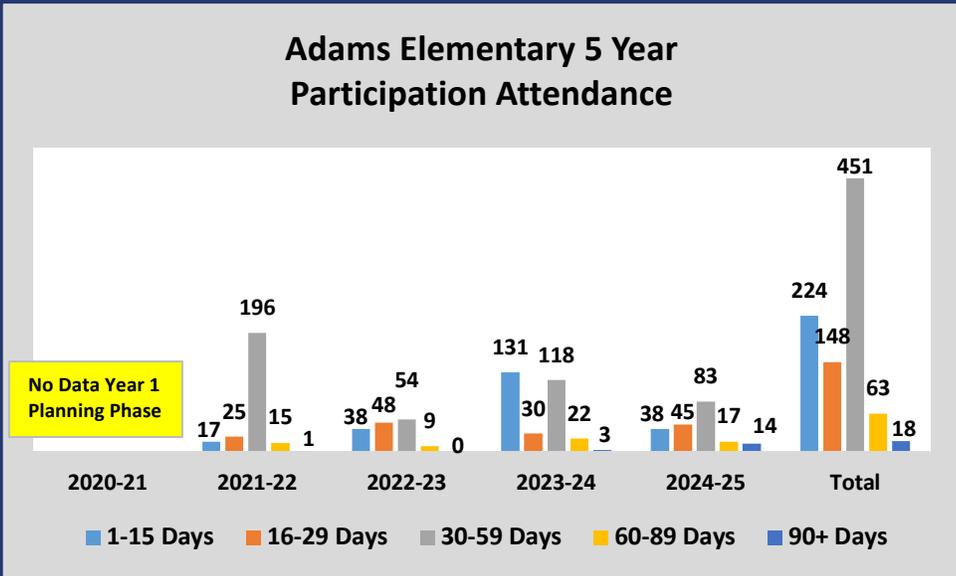


Regular Attendees Served 5 Year Attendance



904
Total Youth Served Overall

532
Total Regular Attendees Served



As part of the Summer Program, the Adams 21st Century site served 62 youth, falling short of the goal of 100 students. This represents 62% of the target. The shortfall was due to multiple logistical challenges outside of the 21st Century teams control.

Attendance trends varied throughout the grant cycle. Year 1 (January–May 2021) was dedicated entirely to planning rather than direct programming. In Year 2, summer participation was impacted by lingering challenges from the pandemic. By Year 3, students were still adjusting to in-person programming and faced competing summer opportunities, which limited enrollment. However, Year 4 showed a significant improvement when recruitment efforts were conducted in collaboration with Yakima School District, resulting in much higher attendance. Unfortunately, in the final year of the grant, factors outside of the ESD administration team led to shortened operations, and the summer program’s location was not centrally accessible. This caused a sharp decline in participation.

Despite these challenges, students consistently reported enjoying the program and valued the opportunities it provided. In years two and four enrollment and participation surpassed the intended benchmark, the data demonstrates that strong partnerships, such as with the district in Year 4, which were key drivers of higher participation. This highlights the importance of both strategic planning and accessible program locations in sustaining engagement.

Below is a chart illustrating how many youth were served during each summer program.

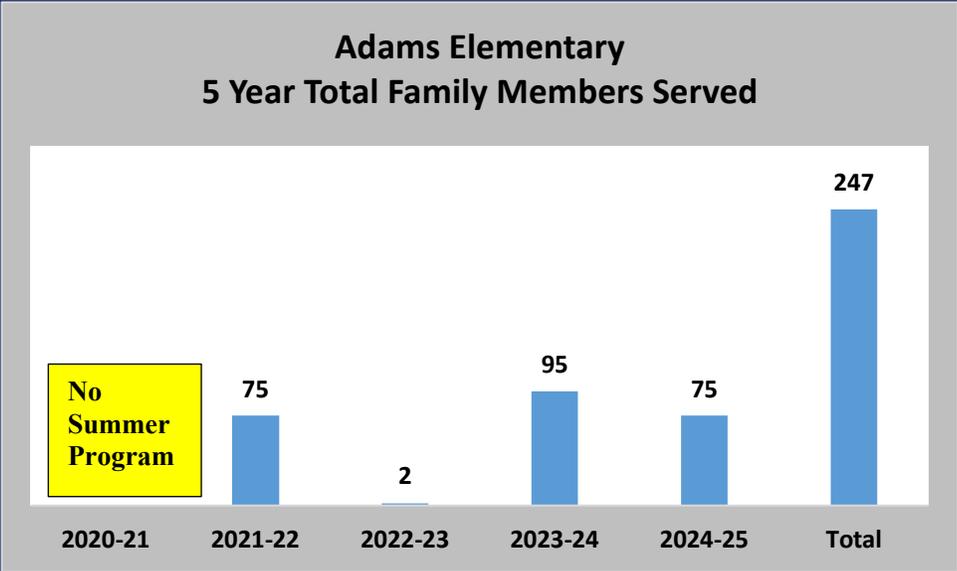
Youth Served in Summer Program



Family Members Served Program Wide (Goal*50)

Served 75 Family Members

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



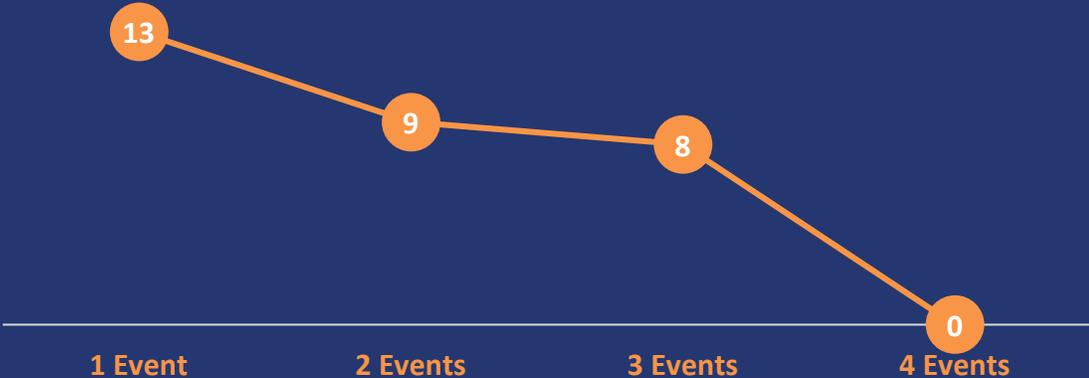
The Adams Program held 16 family engagement events in its final year of the grant. Below is a list of all the events that were offered to family members of the Adams Program participants.

16 Family Events Offered	Event Name	Number of Sessions
	YSD Migrant Literacy Night	1
	Trunk or Treat	1
	Game Night	1
	Posada	1
	SEL Parent Class	6
	YSD Literacy Night Migrant	1
	Health Fair	1
	YSD Migrant Math Night	1
	Family Lego Night	1
	YSD Migrant STEAM Family Night	1
	YSD Posada Familiar	1

Of the 75 family members served, 36 were family members of regular attendees. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities-workshops in each session.* From the total number of regular attendee family members 36 (0%) attended four or more educational events. It was not possible to achieve the objective because of external factors.

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

Regular Attending Family Members Attendance



Over the course of 11 months, the program offered a total of 17 hours of family engagement, averaging approximately 1 hour and 32 minutes per month. While various activities were provided to foster family involvement, the program fell short of meeting the required family engagement standard. According to the Cohort 17 Request for Proposal, 21st Century programs are required to provide a minimum of 2 hours of family engagement per month. As a result, the program did not fulfill this requirement.

To bring the program into full compliance with RFP requirements, RGI recommended that future grants consider increasing its family engagement frequency to one event per month, each lasting 2 hours. In addition to expanding the duration of engagement, it is also suggested that the program continue to incorporate educational components into some of these monthly events. This could help elevate the educational outcomes of family members, fostering a more holistic approach to family support.

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

b. Academic Achievement

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

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

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

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

Summary of Grant Outcomes

The grant showed strong results in academics and SEL, with consistent program implementation, though challenges remained in attendance and family engagement. Reading proficiency was a standout success, reaching 100% from Years 3–5, while math proficiency exceeded targets (87–91%) but dipped slightly in Year 5. Grade-based measures were mixed, reading declined below target, while math stayed strong. SEL outcomes improved steadily, with growth mindset and interpersonal skills exceeding 90% by Year 5, and self-regulation meeting the 80% goal. Attendance improved after a low of 67% in Year 2 but never reached the 90% target, ending at 84%. Program implementation was a consistent strength with 100% compliance in training, reporting, and PQA goals. Family engagement showed gains in parent

education development (94% in Year 5) but remained very low in workshops and adult attendance for families of regular attendees, never approaching the 75% goal.

For a detailed overview of the findings, please refer to the Grant Outcomes Table.

Grant Outcomes						
These outcomes were measured through the life of the grant.						
Student Performance Outcomes	Target	Year 1	Year 2	Year 3	Year 4	Year 5
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	-	99%	100%	100%	100%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	-	No Data	87%	91%	89%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	-	99%	64%	53%	58%
Regular attending students will increase Math skills as measured by Grades quarterly and annually	75%	-	No Data	87%	91%	89%
Regular attending students will demonstrate a growth mindset	80%	-	73%	89%	96%	93%
Regular attending students will demonstrate a growth interpersonal skills	80%	-	90%	76%	87%	91%
Regular attending students will demonstrate a growth self-regulation skills	80%	-	75%	78%	89%	82%
Regular attending students will have a daily school-day attendance rate of 90% or greater.	90%	-	67%	86%	83%	84%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	-	100%	100%	100%	100%
Staff will attend the Live Planning with Data training to review scores	100%	-	100%	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	-	100%	100%	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	-	No Data	No Data	*	94%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session	75%	-	0%	0%	33%	0%
<p><i>- Year 1 planning phase, no data available</i></p> <p><i>* Indicates too small of a response group to provide analysis</i></p> <p><i>Achieved outcomes are listed in orange</i></p>						

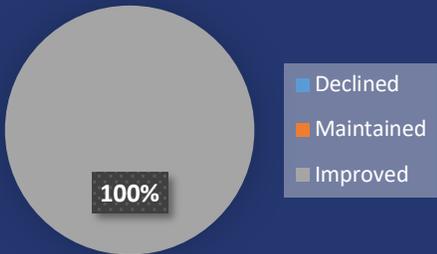
Local Academic Data:

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

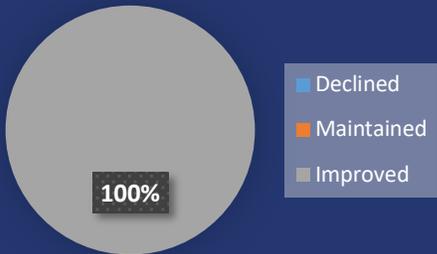
The Adams 21st Century program submitted Dibels Assessment scores for reading using Fall 2024 and Spring 2025 data. Of the 73 reading scores analyzed by RGI Corporation; 73 (100%) youth improved their reading scores. Of the 48 Amplify Lectura Assessment scores analyzed: 48 (100%) youth demonstrated improvement. 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:

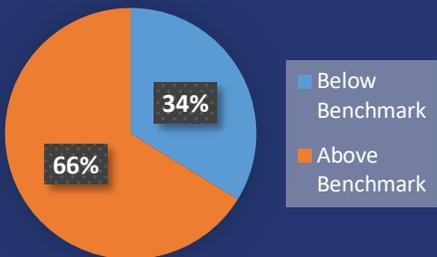
Dibel Assessment Scores



Amplify Lecutura Scores

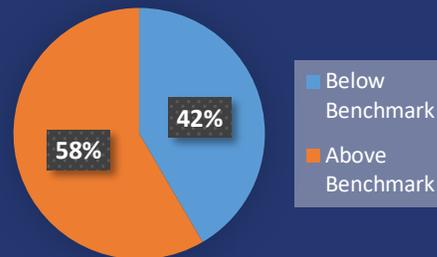


Beginning of the Year-
Dibels Composite Scores



Number of Youth: 74
Goal: 306
Score Range: 252 to 390
Average: 316.5

End of Year-
Dibels Composite Scores

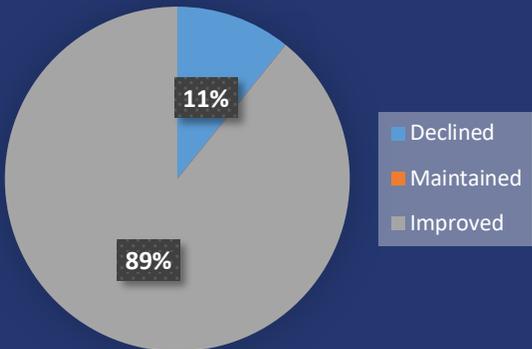


Number of Youth: 101
Goal: 420
Score Range: 356 to 494
Average: 425.5

The Adams 21st Century program submitted Fast Track Math Assessment scores for Math using Fall 2024 and Spring 2025 data. Of the 74 Math scores analyzed by RGI Corporation: 66 (89%) youth improved Math academic achievement, 8 (11%) youth declined Math scores, and no students maintained their math scores from previous testing period.

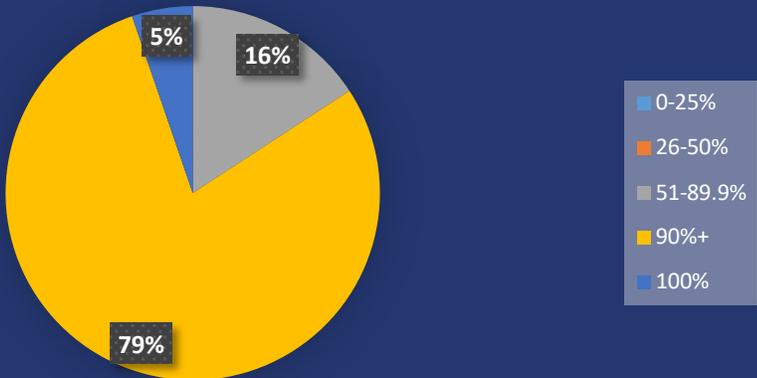
The following chart illustrates the academic results in Math:

FastTrack Math Assessment Scores



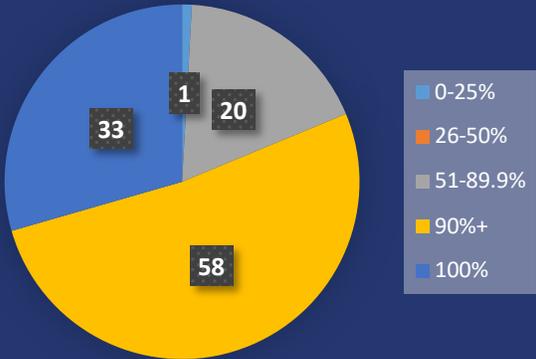
School-day attendance annual records for 114 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees 18 had a daily school-day attendance rate of 51%- 89.9%, 90 students had 90% or greater attendance rate, and 6 students had a 100% daily school attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

96 Youth Achieved 90% or more School Day Attendance Rate

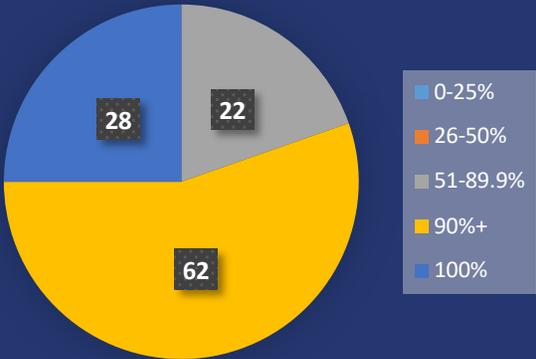


A review of quarterly attendance records was also conducted at the end of the year. The school year at Adams Elementary is divided into four trimesters: Trimester 1, Trimester 2, Trimester 3, and Trimester 4. The following charts display the number of youth in each attendance rate set for regular attending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

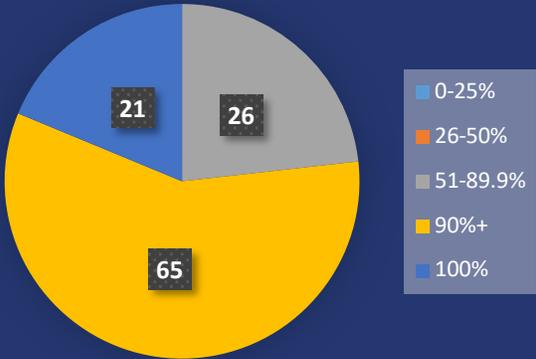
Trimester 1- Regular Attending Students School Day Attendance Rate



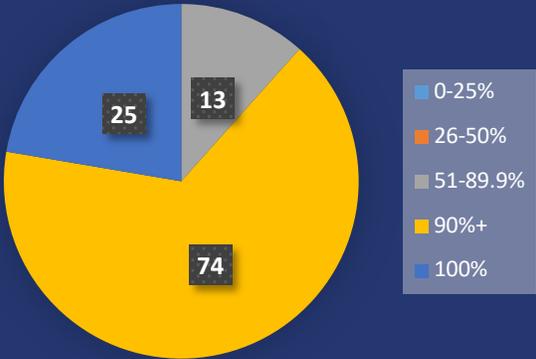
Trimester 2- Regular Attending Students School Day Attendance Rate



Trimester 3- Regular Attending Students School Day Attendance Rate



Trimester 4- Regular Attending Students School Day Attendance Rate



c. Student Behaviors and Attitudes

RGI Youth Feedback Survey:

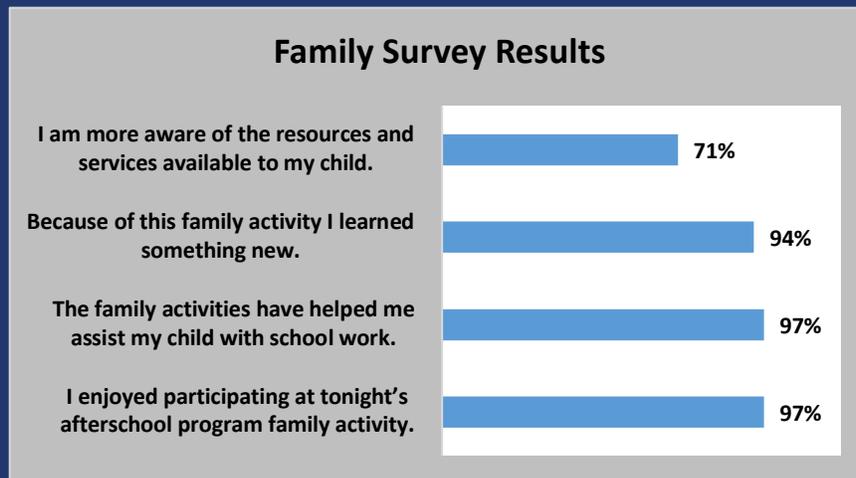
A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to “*demonstrate a growth mindset, interpersonal, and self-regulation skills*”. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and Belief Survey. 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, 69 regular attendees completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
Growth Mindset	<i>I can stay focused in class.</i>	94%
Interpersonal Skills	<i>I listen to other people's ideas.</i>	96%
Self-Regulation Skills	<i>This program helped me learn how to be patient.</i>	88%

d. Family Engagement

Family Survey:

As part of the grant a family survey was developed. The purpose of the survey is to measure the level of services being provided. The survey also assesses the knowledge levels developed as a result of the family offerings being provided to the parents and other family members of the participants. Of the 75 family members served a total of 31 adult surveys were submitted by the Adams 21st Century site.



RGI recommends program develop a clear and achievable plan for administering and collecting Family Surveys. 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.

For upcoming grants, 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.

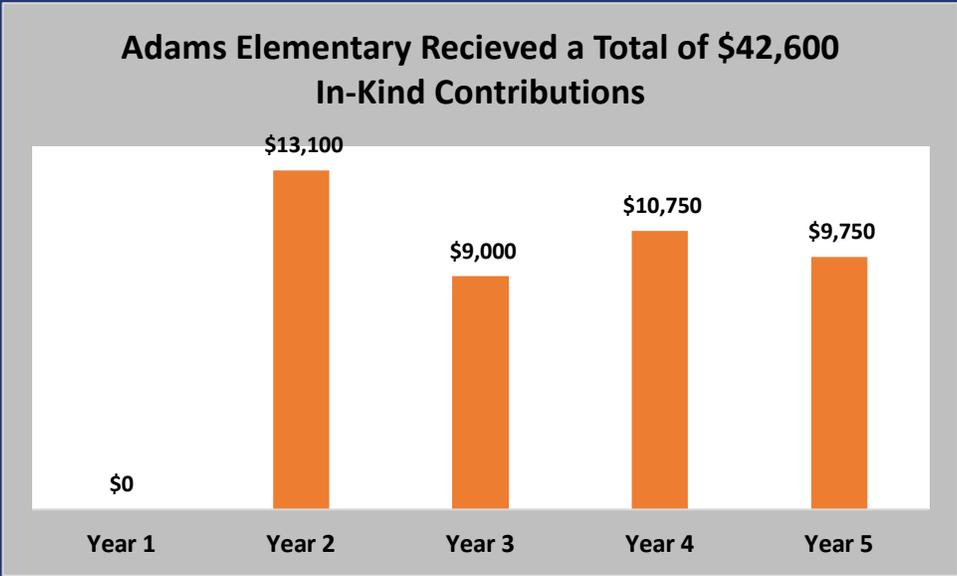
By implementing these strategies, future grants can build a more effective and reliable system for collecting, analyzing, and responding to family feedback, ensuring continuous improvement and greater program success.

e. Community Collaborations

Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	Yakima Community Coalition	\$2,500.00
Donated Materials	IAL Grant, Yakima Valley Pippins	\$5,250.00
Volunteers & Staffing	Adams- PTO	\$2,000.00
Other	-	-
Total Contributions for the 2024-25 year		\$9,750.00

Throughout the duration of the grant, the Adams program has benefited 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.

The chart below highlights the Community In-Kind contributions received each year, demonstrating the invaluable support from local partners and organizations. 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

Attendance/ Retention: During the final year, the program successfully met its goal by serving 112 regular attendees. However, an additional 83 youth participated for only 1–29 days, indicating a need to strengthen retention strategies. Moving forward, it is recommended that recruitment efforts also prioritize sustaining engagement. RGI suggests staff conduct regular check-ins with youth who show low attendance to encourage consistent participation. Furthermore, fostering a safe, fun, and hands-on learning environment, while incorporating youth voice and choice will likely enhance motivation and support long-term involvement in program offerings.

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

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

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

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

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

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

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

B. Resources

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

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

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

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

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

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

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

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

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

C. Center-based Logic Model

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

III. McKinley Elementary School

A. Summary

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

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

a. Strengths & Successes

Over the course of the grant, the program has achieved several notable successes that have strengthened both operations and student outcomes. A key accomplishment was the development of a comprehensive curriculum by the ESD 105 Administration team. Staff were provided with complete lesson plans, materials, and resources in advance, which ensured that any staff member could confidently facilitate activities on any given day. This consistency not only minimized disruptions during staff absences but also increased staff confidence in delivering engaging, well-prepared lessons.

In addition, during the end-of-year site interview, Program Coordinator Yakare Garduno Espinoza highlighted successes that reflect the program's impact on youth. Staff effectively encouraged students to step into leadership roles, fostering responsibility and confidence. Students displayed a strong enthusiasm for STEM-related activities, which became a consistent highlight. Growth in reading skills was also observed, along with measurable progress among students who initially faced challenges. Collectively, these successes demonstrate how the program has provided meaningful academic support while fostering personal growth in a supportive and engaging environment.

Together, these successes demonstrate how thoughtful planning, intentional structure, and strong community engagement have created a program that is both sustainable for staff and meaningful for students and families.

b. Challenges & Barriers

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

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.

During the year, the program encountered a few challenges that impacted implementation. One of the primary difficulties was the lack of a designated classroom space. As a result, staff often had to use the gym, which was less conducive to focused instruction and sometimes limited the types of activities that could be offered. In addition, some of the curriculum lessons were more advanced than the current skill levels of participating students. This occasionally created barriers to engagement and required staff to make adjustments to ensure lessons were accessible and appropriately challenging.

Despite these challenges, the program team's persistence and creative problem-solving allowed students to continue accessing meaningful academic and enrichment opportunities within a supportive environment.

c. Recommendations and Next Steps

To strengthen program delivery and reporting, staff are encouraged to record the specific activities offered during each session. While listing daily block activities is efficient, it does not fully capture the range of opportunities provided to youth. Utilizing the description section in EZ Reports to document individual activities will create a clearer picture of program offerings and provide valuable insight into the variety of student experiences.

It is also recommended that the program collaborate with school leadership to secure a consistent classroom in addition to the dedicated gym space already available. A designated learning environment will foster more focused instruction, minimize disruptions, and allow staff to implement a wider variety of activities that better support student engagement and academic growth.

To further strengthen continuous improvement, staff should prioritize feedback from both youth and families. Collecting youth surveys in April and administering family surveys after each event will ensure timely input that can guide program adjustments. Maintaining a list of families who have not yet completed surveys will also help increase response rates and provide a more comprehensive understanding of participant needs.

Finally, staff are encouraged to build partnerships with existing or incoming school programs. Collaborating with other after-school initiatives can reduce competition, expand participation, and broaden the range of activities available. These partnerships will also connect youth to additional resources and supports, ultimately enhancing both academic and personal growth.

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

IV. Program Overview

A. Theory of Change

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

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

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

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

B. Logic Model

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

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

V. Process Evaluation Plan & Results

A. Process Evaluation Plan

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

B. Process Evaluation Results

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

a. Operations

Summer 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 six-week summer program 5 days per week was proposed. This resulted in a goal of hosting 30 days of summer program, which was met.

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 117 days Tuesday through Friday beginning September 26, 2024 and ending June 05, 2025. During that time, the program operated after school from 3:15 pm to 5:15 pm, for a total of 8 hours per week. The grant proposed to offer program four days per week for 32 weeks during the school year, totaling 128 days of program. McKinley proposed a program year that operated for a total 128 days and exceeded the target goal. Through hybrid programming the McKinley 21st Century site met **114%** of the grant goal.

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

Available Program Days

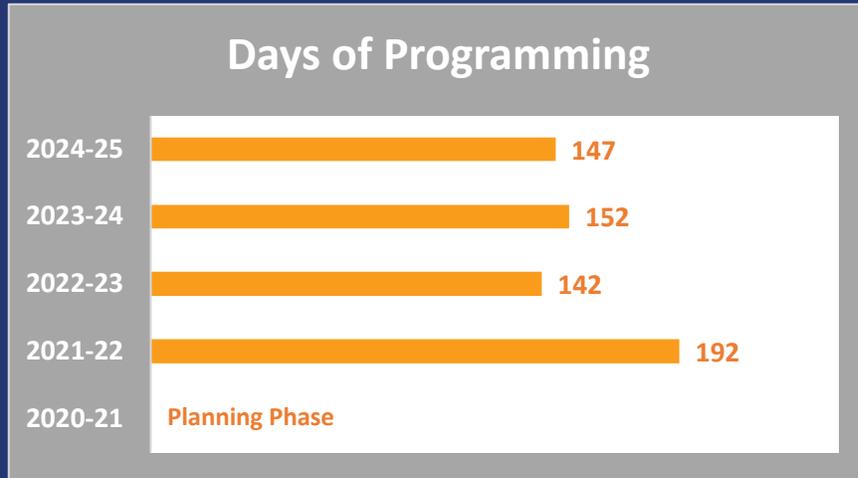
Summer & School Year



Over the life of the grant, the number of program days fluctuated due to unexpected challenges. In year one, operations were delayed by the grant competition timeline, leaving the program largely in the planning phase. During this same year, the COVID-19 outbreak caused nationwide school closures, and staff quickly adapted by creating a distance learning model to sustain programming.

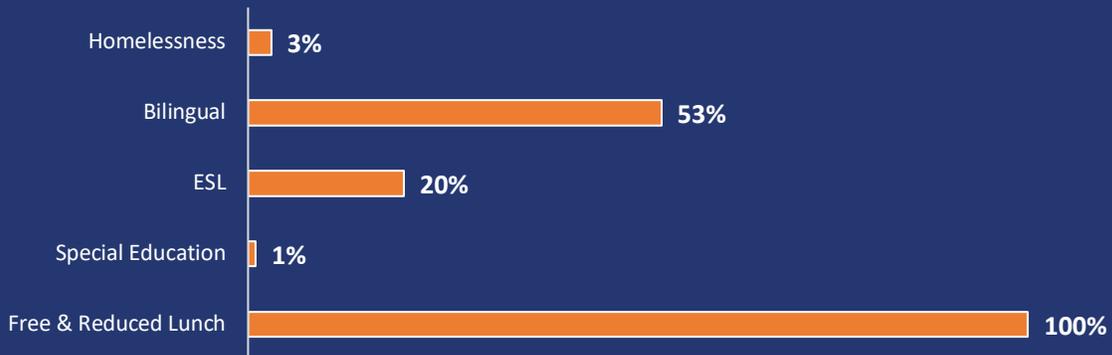
In Year 2, the program reflected the ongoing impact of remote learning but was able to expand its reach by offering 192 program days through asynchronous activities. By Year 3, programming transitioned back to in-person sessions and adjusted to a “new normal,” though the number of program days declined to 142. Year 4 showed an increase with 152 days of programming, followed by 147 days in the final year. This progression highlights the program’s adaptability in balancing external circumstances while continuing to provide consistent opportunities for youth engagement.

The following chart illustrates the number of program days offered throughout the life of the grant.



b. Serving the Target Population

Population Served Demographics

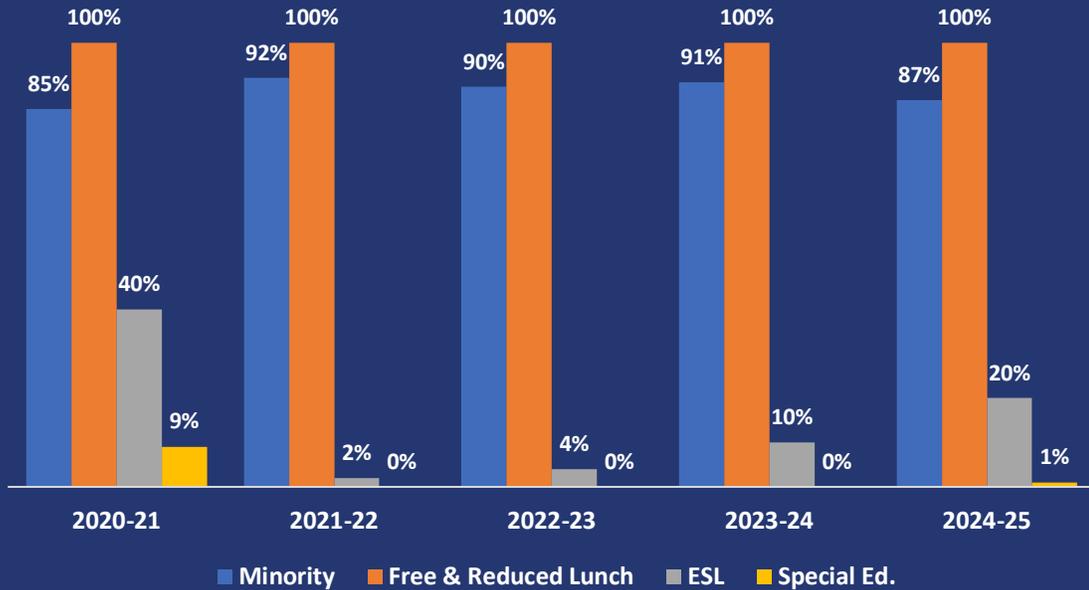


Recruitment & Retention:

Recruitment for the Summer Program began several months in advance, launching in March during conference week to maximize outreach to families. For the school-year program, interested parents completed a brief application available both online and in paper form, ensuring accessibility for all families.

In addition to recruitment, the program placed strong emphasis on retention. Throughout the year, intentional strategies were implemented to keep students engaged, motivated, and connected to the program. By offering a variety of enriching activities and fostering supportive relationships, staff were able to encourage consistent participation and ensure that many students remained involved through the program's conclusion.

5 Year Overview Population Served Demographics



c. Activities

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

Summer Activities Offered:

Summer Program Themes

- 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, STEM, Reading, and Create Time.
- Plan Seeds- Activities included SEL, STEM, Reading, and Create Time
- Academic Support
- Summer Extension Take Home Magazine- Activities included SEL, STEM, Reading, 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 Time to Share Homework Help Winter Take Home Magazine	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 Time to Share Homework Help SEL Morning Program	Theme: Unleash Your Wild Side Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minnows, Green Light SEL End of day Reflection Kindness & Appreciation Activity Time to Share Homework Help Take Home Magazine

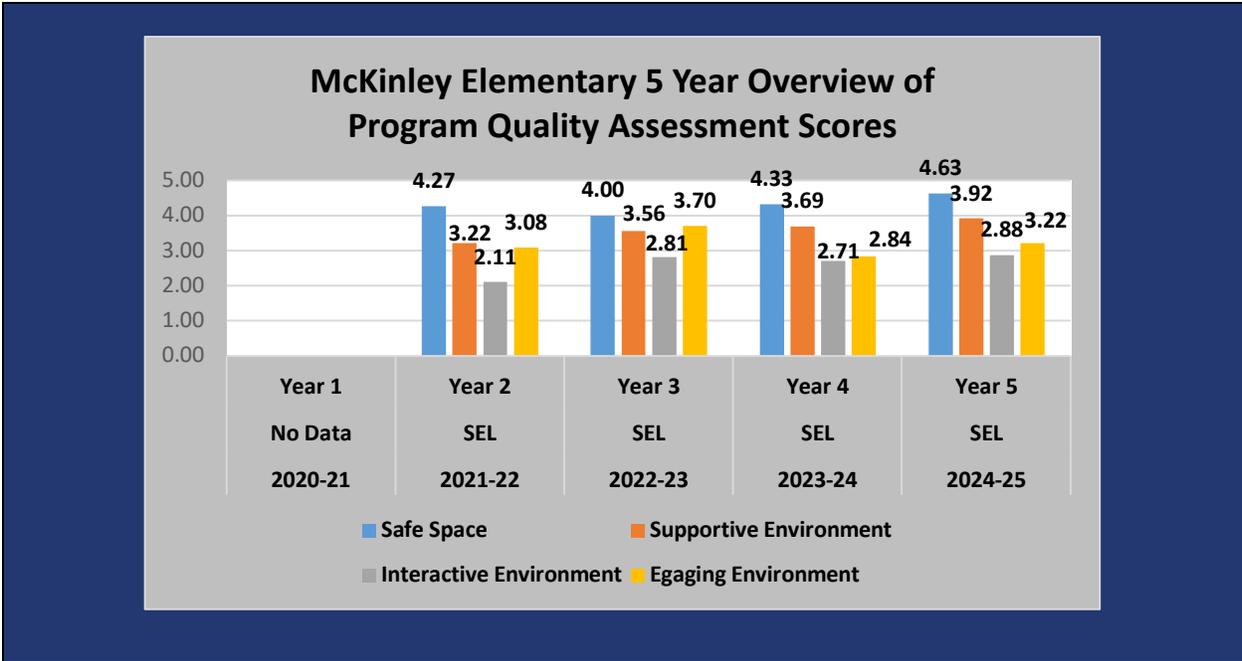
d. Transportation

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

e. Program Quality Assessment

The Youth Program Quality Assessment Tool is an evidence-based assessment developed by the High/Scope Educational Research Foundation to evaluate the effectiveness and quality of youth programs. Due to COVID-19, school closures, and the variation of 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: 119

Total 30+ days: 67

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 %	18%	26%	50%	5%	2%
Student #	21	31	59	6	2

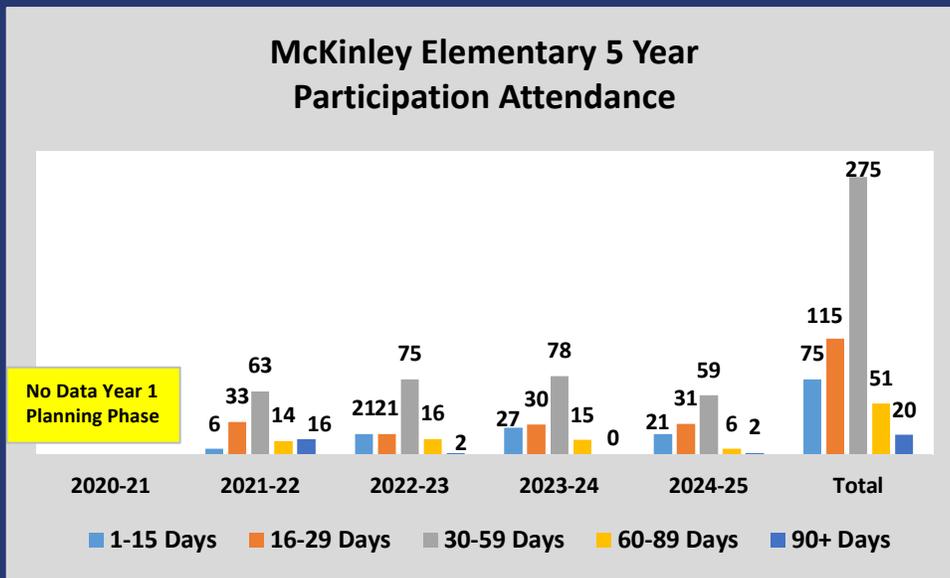
The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities and achieve the target program days proposed, program offered some hybrid opportunities. Although, the McKinley Program offered 117 days participation increased however retention decreased and program did not meet the target regular attendee goal. A larger number of students were able to access program services. Attendance was most prevalent between 30 to 59 days. Regular attendees accounted for 56% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

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



536
Total Youth Served Overall

346
Total Regular Attendees Served



As part of the Summer Program, the McKinley 21st Century site served 35 youth, falling short of the goal of 100 students. This represents 35% of the target. The shortfall was due to multiple logistical challenges outside of the 21st Century teams control.

Attendance trends varied throughout the grant cycle. Year 1 (January–May 2021) was dedicated entirely to planning rather than direct programming. In Year 2, summer participation was impacted by lingering challenges from the pandemic. By Year 3, students were still adjusting to in-person programming and faced competing summer opportunities, which limited enrollment. However, Year 4 showed a significant improvement when recruitment efforts were conducted in collaboration with Yakima School District, resulting in much higher attendance. Unfortunately, in the final year of the grant, factors outside of the ESD administration team led to shortened operations, and the summer program’s location was not centrally accessible. This caused a sharp decline in participation.

Despite these challenges, students consistently reported enjoying the program and valued the opportunities it provided. In years two through four enrollment and participation was above 50% of the intended to serve goal, the data demonstrates that strong partnerships, such as with the district in Year 4, which were key drivers of higher participation. This highlights the importance of both strategic planning and accessible program locations in sustaining engagement.

Below is a chart illustrating how many youth were served during each summer program.

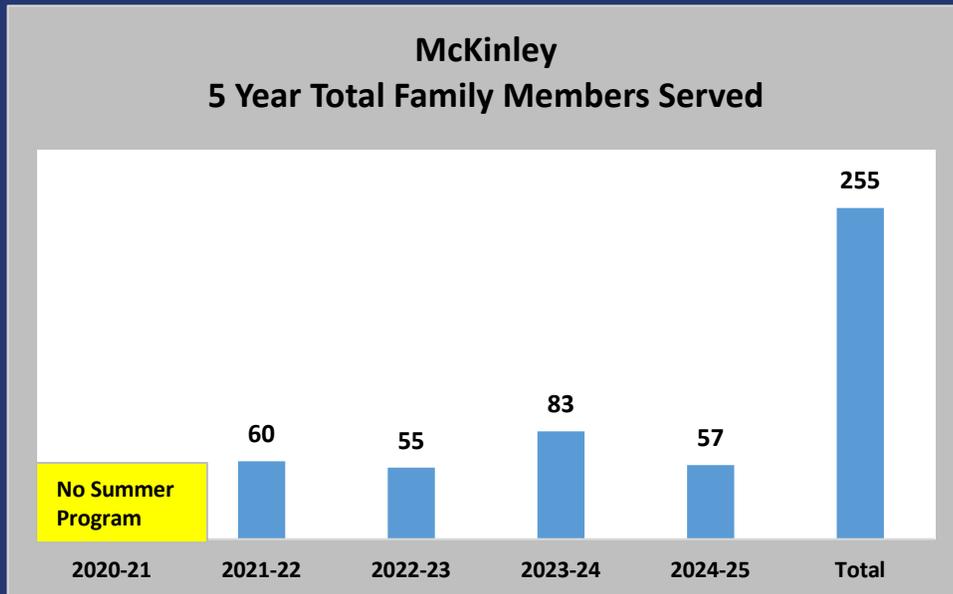
Youth Served in Summer Program



Family Members Served Program Wide (Goal*50)

Served 57 Family Members

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



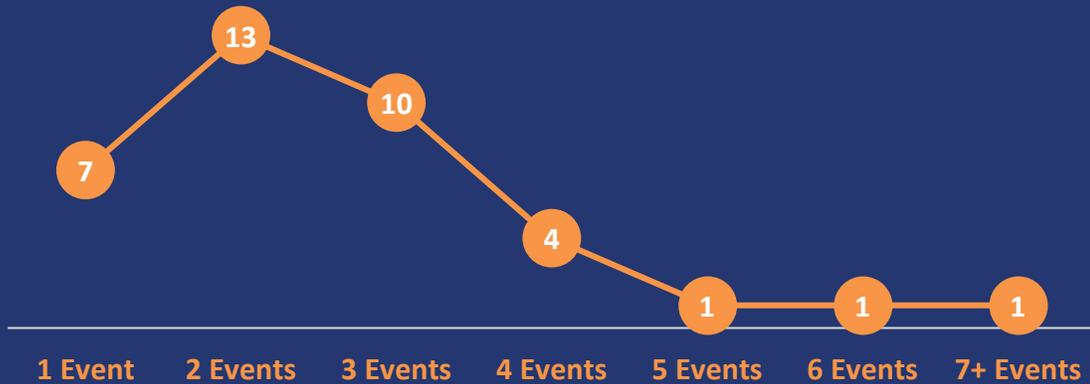
The McKinley Program held 15 family engagement events in its final year of the grant. Below is a list of all the events that were offered to family members of the McKinley Program participants.

	Event Name	Number of Sessions
15 Family Events Offered	YSD Migrant Literacy Night	1
	Dia de los Muertos	1
	Haunted Hallways	1
	Winter Concert	1
	For the Love of Reading	1
	YSD Posada Familiar	1
	YSD Literacy Night Migrant	1
	YSD Migrant Steam Family Night	1
	Feb Student of the month	1
	April Perfect Attendance	1
	Spring Fling Party	1
	STEAM Night	1
	Health Fair	1
	YSD Migrant Math Night	1
	Festival Afuera	1

Of the 57 family members served, 37 were family members of regular attendees. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities-workshops in each session.* From the total number of regular attendee family members, 7 (19%) attended four or more educational events. It was not possible to achieve the objective because of external factors.

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

Regular Attending Family Members Attendance



Over the course of 11 months, the program provided a total of 23 hours of family engagement, averaging approximately 1 hour and 55 minutes per month. A variety of activities were offered to encourage family participation, and staff increased engagement opportunities during five months, including one month with a notable 7 hours of family programming. According to the Cohort 17 Request for Proposal, 21st Century programs are required to provide a minimum of 2 hours of family engagement each month, and staff worked intentionally to provide opportunities that fostered stronger family involvement throughout the year.

To bring the program into full compliance with RFP requirements, RGI recommended that future grants consider increasing its family engagement frequency to one event per month, each lasting 2 hours. In addition to expanding the duration of engagement, it is also suggested that the program continue to incorporate educational components into some of these monthly events. This could help elevate the educational outcomes of family members, fostering a more holistic approach to family support.

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

b. Academic Achievement

The state testing timeline was significantly disrupted by the COVID-19 pandemic, which impacted the program's ability to utilize state data to measure proficiency gains in reading and math during the statewide school closures. As part of the ESD 105 21st CCLC Program's goals, several measurable outcomes focused on assessing "increases in academic achievement" in these areas. However, due to the disruptions, these outcomes were primarily measured using local data rather than state assessments. The program will continue to rely on local assessments for the remainder of the grant cycle. Additionally, the grant originally outlined the use of MAP Assessments to measure academic progress in reading and math. However, since

MAP Assessments are no longer used by the district, an alternative assessment was administered to track academic growth.

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

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

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

Overall Grant Outcomes Summary

Across the life of the grant, the program achieved strong academic gains, particularly in Reading and Math proficiency on state assessments. Reading proficiency exceeded the 60% target as early as Year 2 and sustained **100% from Years 3–5**, while Math proficiency ended strongly at **96% in Year 5** despite an unusual drop in Year 4. Grade-based Reading and Math outcomes were more inconsistent, showing declines in some years.

SEL outcomes showed steady progress, with growth mindset improving to **92% in Year 5**, though self-regulation and interpersonal skills remained slightly below target. Daily attendance ranged between **78%–86%**, improving at times but never fully reaching the 90% goal.

Program operations were a major strength, with staff consistently completing observations, data reporting, and training at **100% compliance** each year. Family engagement, however, remained the greatest challenge. While parent learning improved to **73% in Year 5**, participation in four or more educational activities was consistently low, peaking at only **27%**.

Overall, the program demonstrated excellence in student academic achievement and operational fidelity, while highlighting ongoing needs in family engagement and consistent student attendance.

For a detailed overview of the findings, please refer to the Grant Outcomes Table on the following page.

Grant Outcomes

These outcomes were measured through the life of the grant.

Student Performance Outcomes	Target	Year 1	Year 2	Year 3	Year 4	Year 5
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	-	99%	100%	100%	100%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	-	No Data	87%	13%	96%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	-	99%	64%	55%	58%
Regular attending students will increase Math skills as measured by Grades quarterly and annually	75%	-	No Data	87%	13%	96%
Regular attending students will demonstrate a growth mindset	80%	-	80%	89%	86%	92%
Regular attending students will demonstrate a growth interpersonal skills	80%	-	87%	76%	82%	76%
Regular attending students will demonstrate a growth self-regulation skills	80%	-	80%	78%	73%	75%
Regular attending students will have a daily school-day attendance rate of 90% or greater.	90%	-	78%	86%	78%	83%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	-	100%	100%	100%	100%
Staff will attend the Live Planning with Data training to review scores	100%	-	100%	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	-	100%	100%	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	-	No Data	No Data	*	73%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session	75%	-	27%	0%	10%	19%

- Year 1 planning phase, no data available

** Indicates too small of a response group to provide analysis*

Achieved outcomes are listed in orange

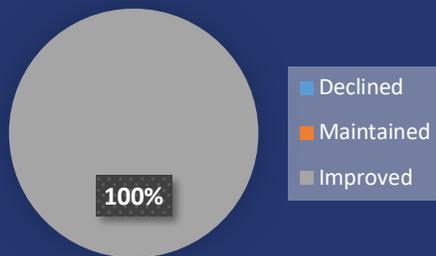
Local Academic Data:

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

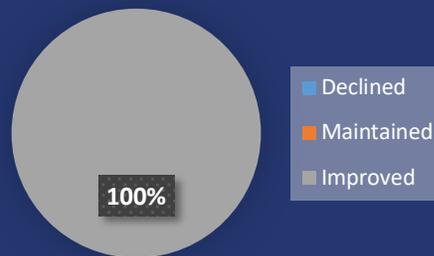
The McKinley 21st Century program submitted Dibels Assessment scores for reading using Fall 2024 and Spring 2025 data. Of the 44 reading scores analyzed by RGI Corporation; 44 (100%) youth improved their reading scores. Of the 19 Amplify Lectura Assessment scores analyzed: 19 (100%) youth demonstrated 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:

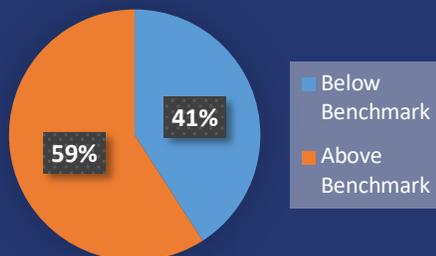
Dibel Assessment Scores



Amplify Lecutura Scores

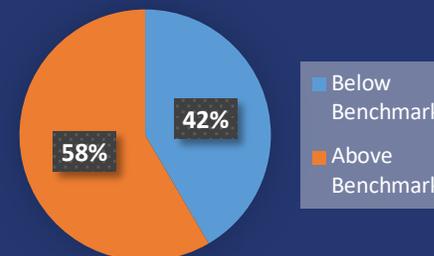


**Beginning of the Year-
Dibels Composite Scores**



Number of Youth: 44
Goal: 306
Score Range: 238 to 388
Average: 316.9

**End of Year-
Dibels Composite Scores**

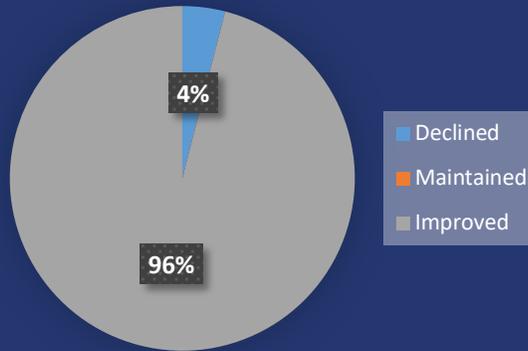


Number of Youth: 57
Goal: 420
Score Range: 344 to 502
Average: 425.5

The McKinley 21st Century program submitted Fast Track Math Assessment scores for Math using Fall 2024 and Spring 2025 data. Of the 50 Math scores analyzed by RGI Corporation: 48 (96%) youth improved Math academic achievement, 2 (4%) youth declined Math scores, and no students maintained their math scores from previous testing period.

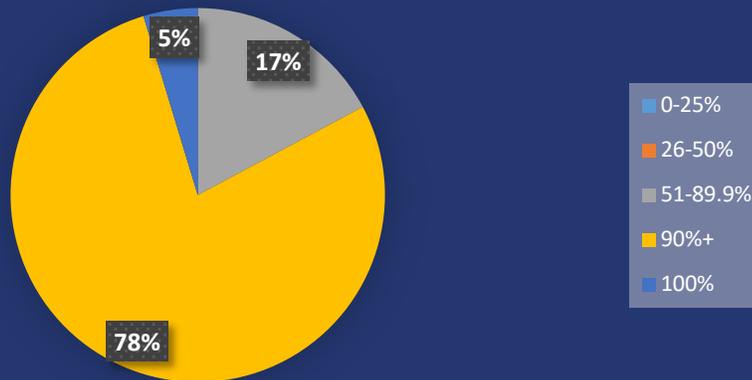
The following chart illustrates the academic results in Math:

FastTrack Math Assessment Scores



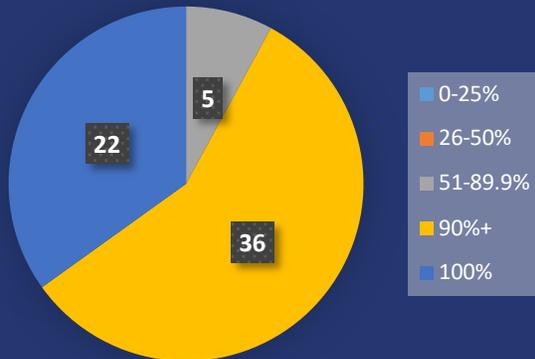
School-day attendance annual records for 64 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees 11 had a daily school-day attendance rate of 51%- 89.9%, 50 students had 90% or greater attendance rate, and 3 students had a 100% daily school attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

53 Youth Achieved 90% or more School Day Attendance Rate

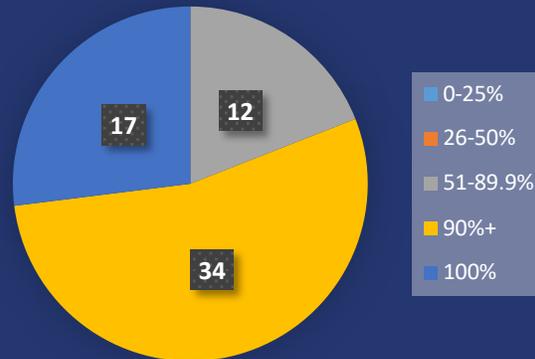


A review of quarterly attendance records was also conducted at the end of the year. The school year at McKinley Elementary is divided into four trimesters: Trimester 1, Trimester 2, Trimester 3, and Trimester 4. The following charts display the number of youth in each attendance rate set for regular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

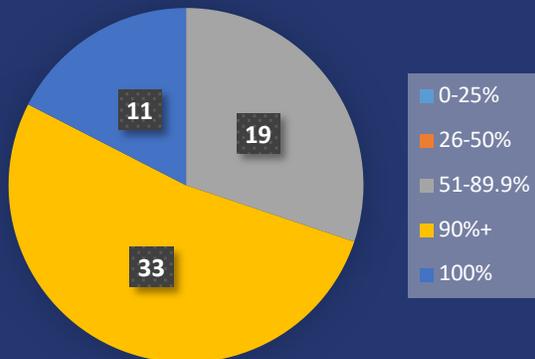
Trimester 1- Regular Attending Students School Day Attendance Rate



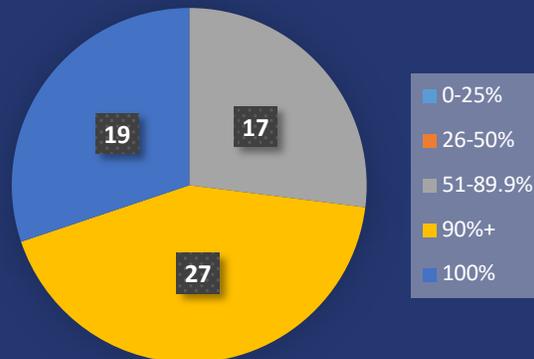
Trimester 2- Regular Attending Students School Day Attendance Rate



Trimester 3- Regular Attending Students School Day Attendance Rate



Trimester 4- Regular Attending Students School Day Attendance Rate



c. Student Behaviors and Attitudes

RGI Youth Feedback Survey:

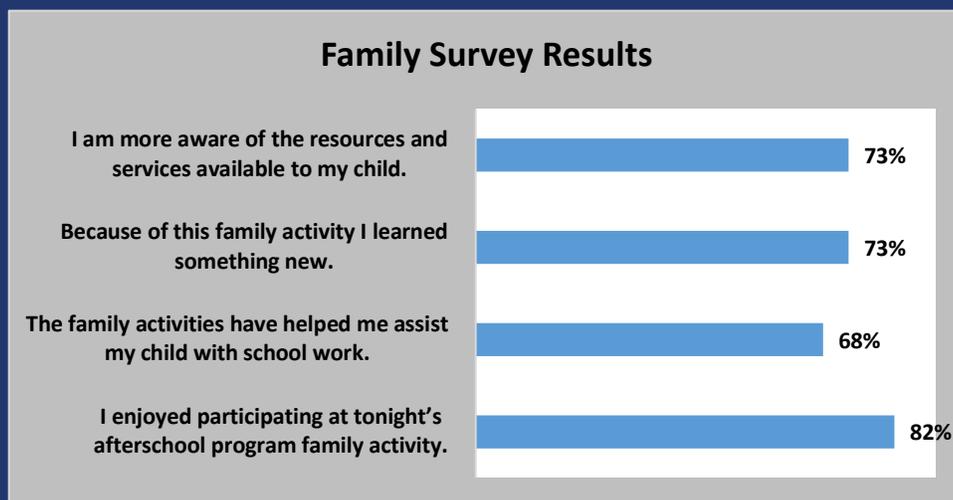
A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to “*demonstrate a growth mindset, interpersonal, and self-regulation skills*”. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and Belief Survey. 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, 56 regular attendees completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
Growth Mindset	<i>This program helped me try new things.</i>	95%
Interpersonal Skills	<i>I listen to other people's ideas.</i>	75%
Self-Regulation Skills	<i>I learned that my feelings affect how I do in class.</i>	77%

d. Family Engagement

Family Survey:

As part of the grant a family survey was developed. The purpose of the survey is to measure the level of services being provided. The survey also assesses the knowledge levels developed as a result of the family offerings being provided to the parents and other family members of the participants. Of the 57 family members served a total of 22 adult surveys were submitted by the McKinley 21st Century site.



RGI recommends program develop a clear and achievable plan for administering and collecting Family Surveys. 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.

For upcoming grants, 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.

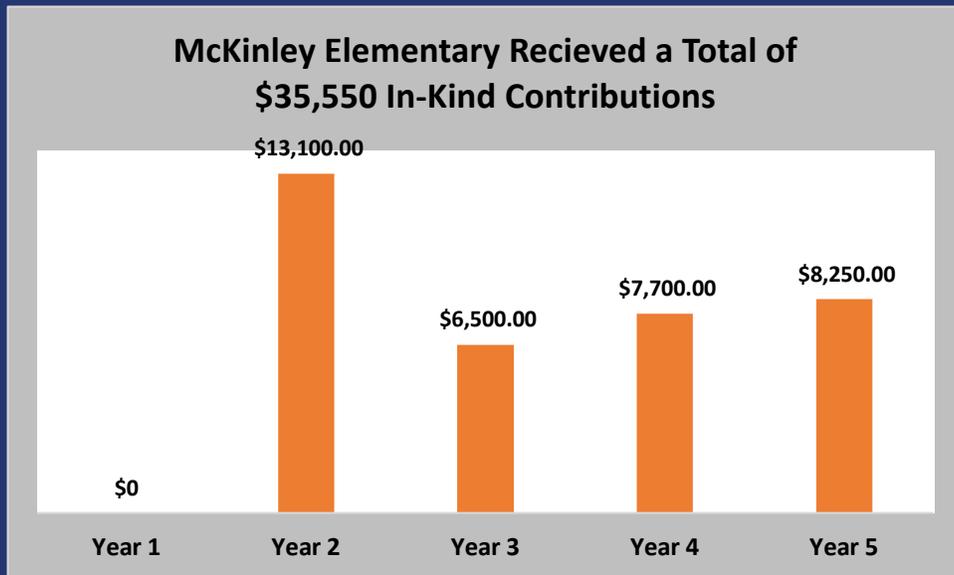
By implementing these strategies, future grants can build a more effective and reliable system for collecting, analyzing, and responding to family feedback, ensuring continuous improvement and greater program success.

e. Community Collaborations

Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	Capitol Theatre	\$1,000.00
Donated Materials	ESD 105 IAL Grant, Yakima Valley Pippins	\$6,250.00
Volunteers & Staffing	McKinley- PTO	\$1,000.00
Other	-	-
Total Contributions for the 2024-25 year		\$8,250.00

Throughout the duration of the grant, the McKinley program has benefited 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.

The chart below highlights the Community In-Kind contributions received each year, demonstrating the invaluable support from local partners and organizations. 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

Attendance/ Retention: During the final year, the program served 119 students and surpassed the goal to serve 100 students and 67 regular attendees. However, 52 youth participated for only 1–29 days, indicating a need to strengthen retention strategies. Moving forward, it is recommended that recruitment efforts also prioritize sustaining engagement. RGI suggests staff conduct regular check-ins with youth who show low attendance to encourage consistent participation. Furthermore, fostering a safe, fun, and hands-on learning environment, while incorporating youth voice and choice will likely enhance motivation and support long-term involvement in program offerings.

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

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

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

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

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

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

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

B. Resources

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

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

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

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

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

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

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

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

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

C. Center-based Logic Model

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

III. Ridgeview Elementary School

A. Summary

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

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

a. Strengths & Successes

Over the course of the grant, the program has achieved several notable successes that have strengthened both operations and student outcomes. A key accomplishment was the development of a comprehensive curriculum by the ESD 105 Administration team. Staff were provided with complete lesson plans, materials, and resources in advance, which ensured that any staff member could confidently facilitate activities on any given day. This consistency not only minimized disruptions during staff absences but also increased staff confidence in delivering engaging, well-prepared lessons.

In the end-of-year interview, Site Coordinator Kyoko Durkee reflected on several meaningful successes that highlight the impact of the program. One of the most encouraging outcomes was that every student shared that they had fun participating, showing the program's ability to create a welcoming and enjoyable environment. Another noted success was the kindness consistently observed among students, a reflection of the program's emphasis on positive relationships and community building.

To support this culture, Social and Emotional Learning (SEL) was intentionally embedded into daily activities, with 15 minutes set aside each day to strengthen social skills, emotional awareness, and empathy. Alongside these gains, the program also celebrated academic growth in reading and math, reinforcing its dual commitment to both social and academic development.

Perhaps the most memorable moment came when a student said, *"I didn't know math was fun!"*, a simple statement that captured the joy, confidence, and curiosity the program strives to instill in every participant.

b. Challenges & Barriers

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

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.

In reflecting on the year, Site Coordinator Kyoko Durkee shared several challenges she identified that impacted daily operations and program engagement. One challenge was the lack of notification when program materials were delivered, which required frequent trips to the office to check on supplies. This created inefficiencies and at times delayed smooth preparation for activities.

Another challenge was encouraging families to attend Family Nights. Despite outreach efforts, participation levels were lower than hoped, highlighting the need for additional strategies to strengthen family engagement and remove barriers to attendance.

Lastly, the physical setup of classrooms across two floors created logistical difficulties. Moving between the first- and second-floor spaces made it challenging to provide immediate support, especially when teachers required materials or assistance from the other room. This presented an ongoing obstacle to maintaining efficiency and responsiveness during program hours.

Despite these challenges, the program team's persistence and creative problem-solving allowed students to continue accessing meaningful academic and enrichment opportunities within a supportive environment.

c. Recommendations and Next Steps

To strengthen program delivery and reporting, staff are encouraged to record specific activities in EZ Reports. Using the description section, rather than only listing daily blocks, will better capture the variety of opportunities offered and provide clearer insight into student experiences.

Looking ahead, several strategies can help strengthen the program and address the challenges experienced this year. To improve efficiency, it is recommended that a clear communication system be established with the office to ensure staff are promptly notified when program materials are delivered. This small adjustment would reduce unnecessary trips and allow staff to focus more on preparing and delivering high-quality activities.

In terms of family engagement, exploring new approaches to increase participation in Family Nights will be important. Offering meals, providing childcare, or incorporating more interactive, hands-on activities could make these events more accessible and appealing for families. In addition, building stronger partnerships with community organizations may help expand outreach efforts and encourage greater involvement.

Finally, the logistics of having classrooms on two different floors presented challenges that could be eased in future years. Whenever possible, consolidating activities to a single floor would allow staff to provide more immediate support. Alternatively, assigning a dedicated staff member to each classroom would help ensure that needs are met quickly without disruption.

RGI recommends site staff continue building program quality knowledge through the David P. Weikart Center and applying best practices from the Social and Emotional Learning Program Tool. These strategies are essential for sustaining and improving program quality. The Site Coordinator is also encouraged to share this report and recommendations with the team. Additional details and resources are provided in the Appendix.

IV. Program Overview

A. Theory of Change

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

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

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

B. Logic Model

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

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

V. Process Evaluation Plan & Results

A. Process Evaluation Plan

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

B. Process Evaluation Results

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

a. Operations

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

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 119 days Tuesday through Friday beginning September 26, 2024 and ending June 05, 2025. During that time, the program operated after school from 3:15 pm to 5:15 pm, for a total of 8 hours per week. The grant proposed to offer program four days per week for 32 weeks during the school year, totaling 128 days of program. Ridgeview proposed a program year that operated for a total 128 days and exceeded the target goal. Through hybrid programming the Ridgeview 21st Century site met **93%** of the grant goal.

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

Available Program Days

Summer & School Year

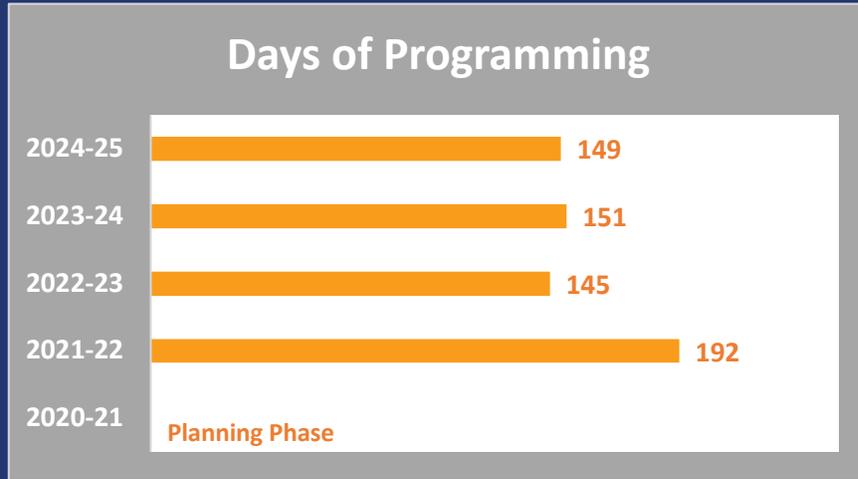


Over the life of the grant, the number of program days fluctuated due to unexpected challenges. In year one, operations were delayed by the grant competition timeline, leaving the program largely in the planning phase. During this same year, the COVID-19 outbreak caused nationwide school closures, and staff quickly adapted by creating a distance learning model to sustain programming.

In Year 2, the program reflected the ongoing impact of remote learning but was able to expand its reach by offering 192 program days through asynchronous activities. By Year 3, programming transitioned back to in-person sessions and adjusted to a “new normal,” though the number of

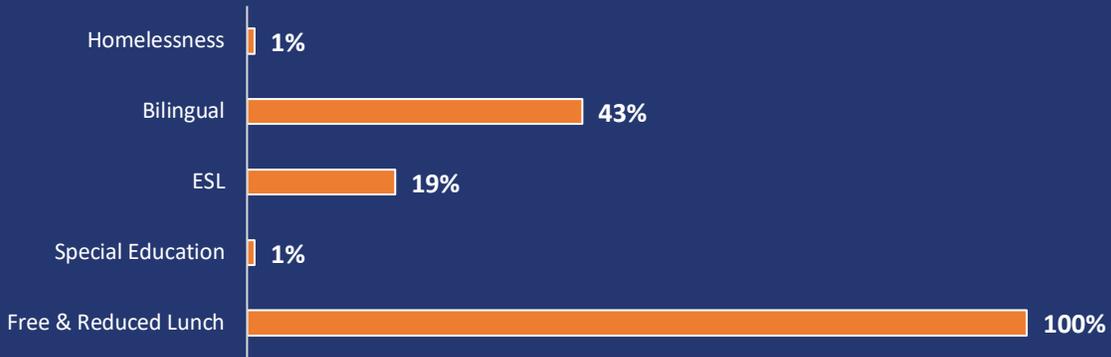
program days declined to 145. Year 4 showed an increase with 151 days of programming, followed by 149 days in the final year. This progression highlights the program’s adaptability in balancing external circumstances while continuing to provide consistent opportunities for youth engagement.

The following chart illustrates the number of program days offered throughout the life of the grant.



b. Serving the Target Population

Population Served Demographics



Recruitment & Retention:

Recruitment for the Summer Program began several months in advance to ensure strong enrollment. School-year participants received registration forms to take home, while parents were introduced to 21st Century opportunities during conferences. Outreach was further expanded through Parent Square, where posters and flyers were shared to maximize visibility. For the school-year program, accessibility was prioritized by offering applications both online and in paper form, making it simple for all families to apply. Staff also made reminder phone calls to families, and homeroom teachers actively referred students who could benefit from participation. In addition, staff engaged directly with students during recess and lunch, sparking interest and encouraging them to join. These layered strategies created a comprehensive recruitment

approach that combined family communication, teacher referrals, and direct student engagement.

In addition to recruitment, the program placed strong emphasis on retention. Throughout the year, intentional strategies were implemented to keep students engaged, motivated, and connected to the program. By offering a variety of enriching activities and fostering supportive relationships, staff were able to encourage consistent participation and ensure that many students remained involved through the program's conclusion

5 Year Overview Population Served Demographics



c. Activities

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

Summer Activities Offered:

Summer Program Themes

- 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, STEM, Reading, and Create Time.
- Plan Seeds- Activities included SEL, STEM, Reading, and Create Time
- Academic Support
- Summer Extension Take Home Magazine- Activities included SEL, STEM, Reading, 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 Time to Share Homework Help Winter Take Home Magazine	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 Time to Share Homework Help SEL Morning Program	Theme: Unleash your Wild Side Reading and Writing STEAM Community Building Group Games- Pirates, Sharks and Minnows, Green Light SEL End of day Reflection Kindness & Appreciation Activity Time to Share Homework Help Take Home Magazine

d. Transportation

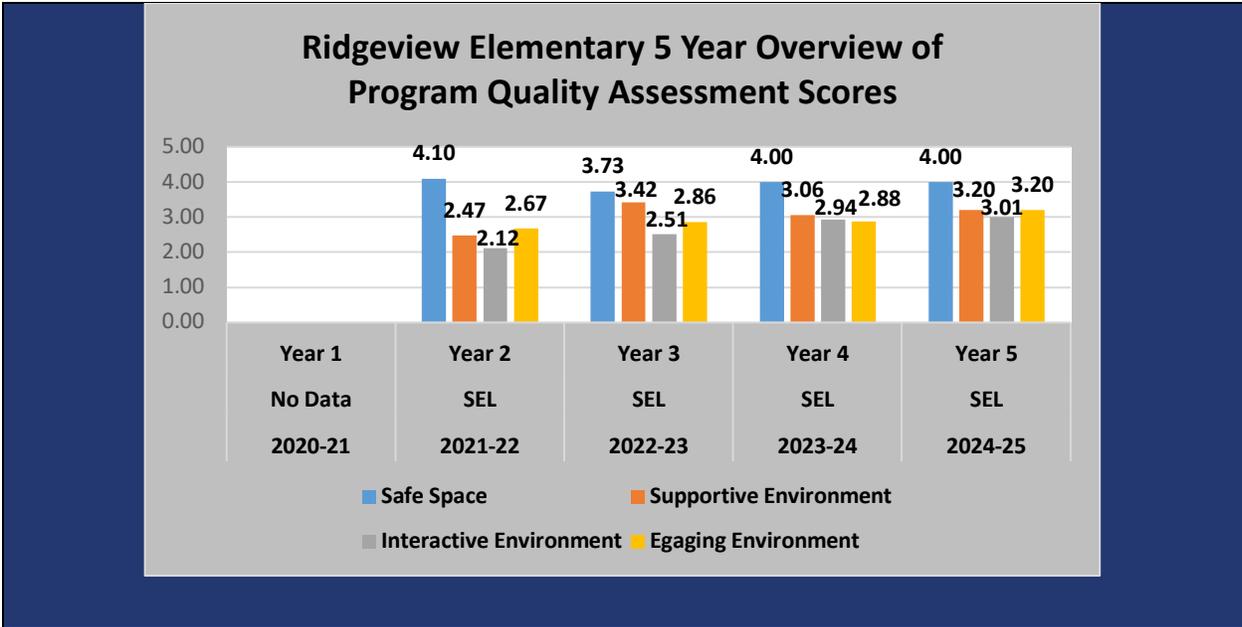
The Ridgeview 21st Century Program did not have the resources to provide transportation for participants. As a result, students were either picked up by parents or guardians at the end of the program or made their way home on foot. This arrangement required families to coordinate pick-up schedules, while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

e. Program Quality Assessment

The Youth Program Quality Assessment Tool is an evidence-based assessment developed by the High/Scope Educational Research Foundation to evaluate the effectiveness and quality of youth programs. Due to COVID-19, school closures, and the variation of 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: 76

Goal: 80

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

Student %	27%	29%	35%	9%
Student #	47	51	61	15

The corona virus impacted the afterschool program operations. In order to offer academic enrichment activities and achieve the target program days proposed, program offered some

hybrid opportunities. Although, the Ridgeview Program offered 119 days, participation increased however retention decreased and program did not meet the target regular attendee goal. A larger number of students were able to access program services. 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.

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

Youth Served 5 Year Attendance



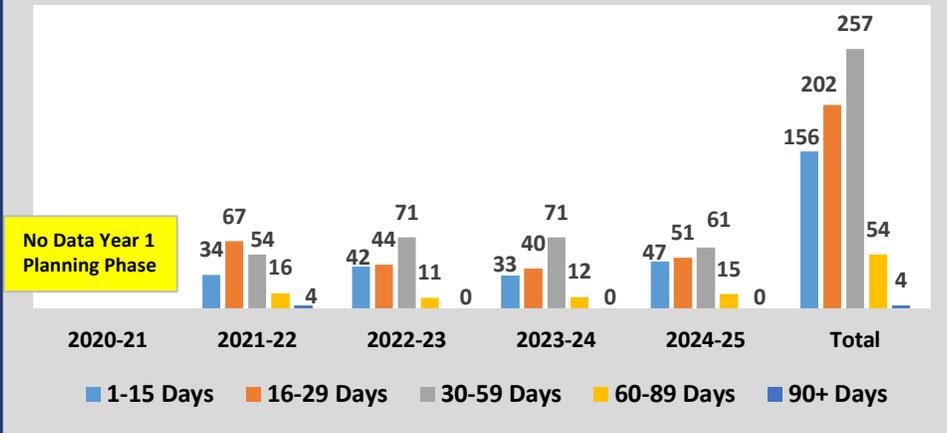
Regular Attendees Served 5 Year Attendance



673
Total Youth
Served Overall

315
Total Regular
Attendees Served

Ridgeview Elementary 5 Year Participation Attendance



As part of the Summer Program, the Ridgeview 21st Century site served 52 youth, falling short of the goal of 100 students. This represents 52% of the target. The shortfall was due to multiple logistical challenges outside of the 21st Century team’s control.

Attendance trends varied throughout the grant cycle. Year 1 (January–May 2021) was dedicated entirely to planning rather than direct programming. In Year 2, summer participation was impacted by lingering challenges from the pandemic. By Year 3, students were still adjusting to in-person programming and faced competing summer opportunities, which limited enrollment. However, Year 4 showed a significant improvement when recruitment efforts were conducted in collaboration with Yakima School District, resulting in much higher attendance. Unfortunately, in the final year of the grant, factors outside of the ESD administration team led to shortened operations, and the summer program’s location was not centrally accessible. This caused a decline in participation.

Despite these challenges, students consistently reported enjoying the program and valued the opportunities it provided. In years two and four enrollment and participation was above 50% of the intended to serve goal, the data demonstrates that strong partnerships, such as with the district in Year 4, which were key drivers of higher participation. This highlights the importance of both strategic planning and accessible program locations in sustaining engagement.

Below is a chart illustrating how many youth were served during each summer program.

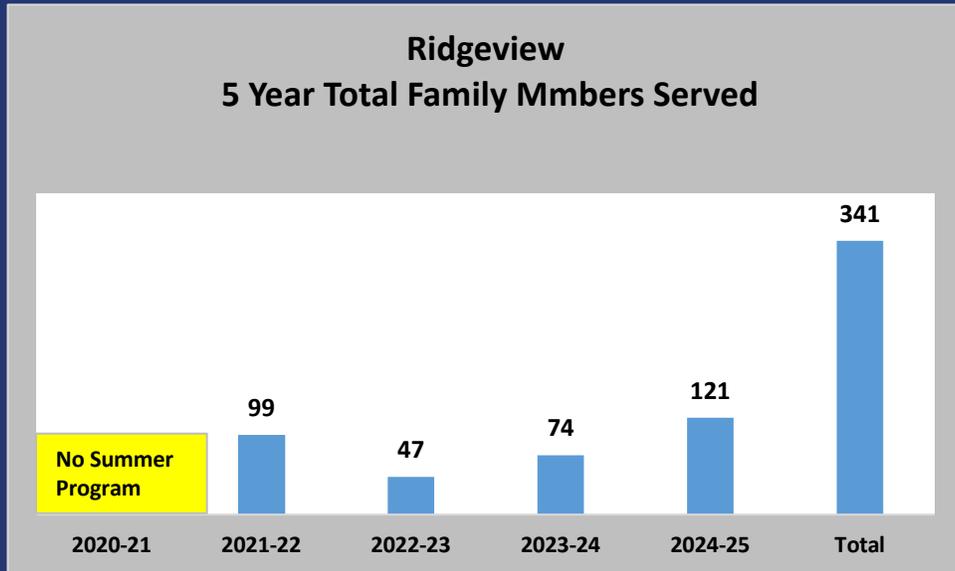
Youth Served in Summer Program



Family Members Served Program Wide (Goal*50)

Served 121 Family Members

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



The Ridgeview Program held 15 family engagement events in its final year of the grant. Below is a list of all the events that were offered to family members of the Ridgeview Program participants.

	Event Name	Number of Sessions
13 Family Events Offered	Trunk or Treat	1
	Turkey Trot	1
	Winter Dance	1
	Family Reading Night	1
	YSD Migrant Literacy Night	1
	YSD Posada Familiar	1
	YSD Literacy Night Migrant	1
	Family Museum Night	1
	Loteria Family Night	1
	Health Fair	1
	STEAM Night	1
	YSD Migrant Math Night	1
	YSD Migrant Steam Family Night	1

Of the 121 family members served, 56 were family members of regular attendees. One of the grant objectives proposed, *75% of parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities-workshops in each session.* From the total number of regular attendee family members, 6 (11%) attended four or more educational events. It was not possible to achieve the objective because of external factors.

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

Regular Attending Family Members Attendance



Over the course of 11 months, the program provided a total of **20.5 hours** of family engagement, averaging approximately 1 hour and 42 minutes per month. A variety of activities were offered to encourage family participation, and staff increased engagement opportunities during two months, including one month with a notable 4 hours of family programming. According to the Cohort 17 Request for Proposal, 21st Century programs are required to provide a minimum of 2 hours of family engagement each month, and staff worked intentionally to provide opportunities that fostered stronger family involvement throughout the year.

To bring the program into full compliance with RFP requirements, RGI recommended that future grants consider increasing its family engagement frequency to one event per month, each lasting 2 hours. In addition to expanding the duration of engagement, it is also suggested that the program continue to incorporate educational components into some of these monthly events. This could help elevate the educational outcomes of family members, fostering a more holistic approach to family support.

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

b. Academic Achievement

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

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

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

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

Overall Grant Outcomes Summary

Across the life of the grant, students demonstrated strong gains in academics and social-emotional learning, while challenges remained in attendance and family engagement. Reading proficiency was a standout success, with 100% of students meeting state standards from Years 2–5. Math proficiency exceeded the 60% target but plateaued at 81% in later years. Classroom grades showed more fluctuation, particularly in reading, though math grades remained steady in the low 80s.

Social-emotional outcomes improved steadily: growth mindset and interpersonal skills surpassed targets, reaching over 90% by Year 5, while self-regulation grew from 68% to 80%. Daily attendance rates, however, stayed below the 90% target, averaging 77–86%. Program implementation remained consistently strong, with 100% compliance in observations, training, and reporting.

Family engagement was mixed. Parents in educational classes surpassed the 80% goal by Year 5 (92%), but workshop participation lagged well below the 75% target, peaking at only 11%. Overall, the grant achieved notable success in academic and SEL outcomes, while underscoring the need for continued focus on attendance and family engagement.

Overall, the grant demonstrated significant successes in student academic performance (especially in reading) **and** social-emotional growth, while also highlighting areas for continued development in family engagement and consistent attendance.

For a detailed overview of the findings, please refer to the Grant Outcomes Table on the following page.

Grant Outcomes

These outcomes were measured through the life of the grant.

Student Performance Outcomes	Target	Year 1	Year 2	Year 3	Year 4	Year 5
Regular attending students will increase their Reading academic achievement by moving from not proficient to proficient on State Reading Assessments	60%	-	100%	100%	100%	100%
Regular attending students will increase their Math academic achievement by moving from not proficient to proficient on State Math Assessments	60%	-	No Data	84%	81%	81%
Regular attending students will increase Reading skills as measured by Grades quarterly and annually	75%	-	100%	72%	75%	76%
Regular attending students will increase Math skills as measured by Grades quarterly and annually	75%	-	No Data	84%	81%	81%
Regular attending students will demonstrate a growth mindset	80%	-	80%	No Data	93%	92%
Regular attending students will demonstrate a growth interpersonal skills	80%	-	84%	No Data	83%	86%
Regular attending students will demonstrate a growth self-regulation skills	80%	-	68%	No Data	75%	80%
Regular attending students will have a daily school-day attendance rate of 90% or greater.	90%	-	82%	79%	77%	86%
Self and external observations will be completed, scored and entered in Scores Reporter	100%	-	100%	100%	100%	100%
Staff will attend the Live Planning with Data training to review scores	100%	-	100%	100%	100%	100%
Three goals based on the PQA scores will be submitted into Scores Reporter each spring	100%	-	100%	100%	100%	100%
Parents that participate in educational classes will increase their level of learning in each session	80%	-	No Data	80%	80%	92%
Parents of regular attending students will increase their opportunities for educational development by attending at least 4 educational activities- workshops in each session	75%	-	35%	0%	10%	11%

- Year 1 planning phase, no data available

** Indicates too small of a response group to provide analysis*

Achieved outcomes are listed in orange

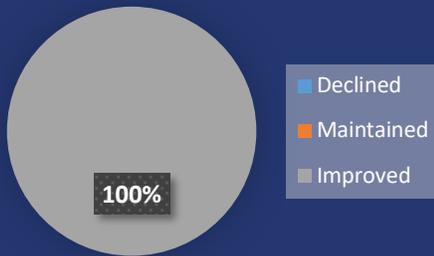
Local Academic Data:

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

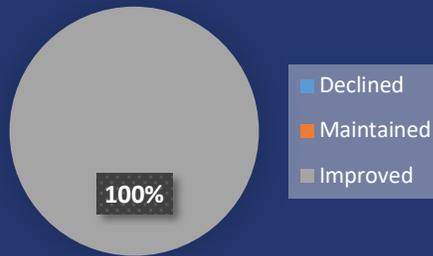
The Ridgeview 21st Century program submitted Dibels Assessment scores for reading using Fall 2024 and Spring 2025 data. Of the 68 reading scores analyzed by RGI Corporation; 68 (100%) youth improved their reading scores. Of the 7 Amplify Lectura Assessment scores analyzed: 7 (100%) youth demonstrated 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:

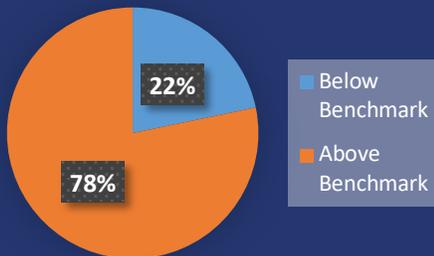
Dibel Assessment Scores



Amplify Lecutura Scores

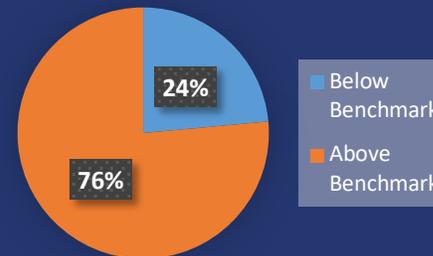


**Beginning of the Year-
Dibels Composite Scores**



Number of Youth: 69
 Goal: 306
 Score Range: 257 to 382
 Average: 328.1

**End of Year-
Dibels Composite Scores**

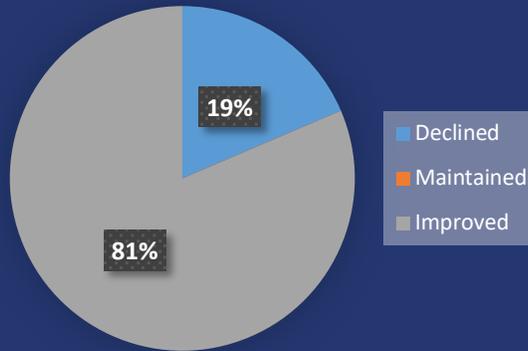


Number of Youth: 68
 Goal: 420
 Score Range: 367 to 538
 Average: 444.2

The Ridgeview 21st Century program submitted Fast Track Math Assessment scores for Math using Fall 2024 and Spring 2025 data. Of the 70 Math scores analyzed by RGI Corporation: 57 (81%) youth improved Math academic achievement, 13 (19%) youth declined Math scores, and no students maintained their math scores from previous testing period.

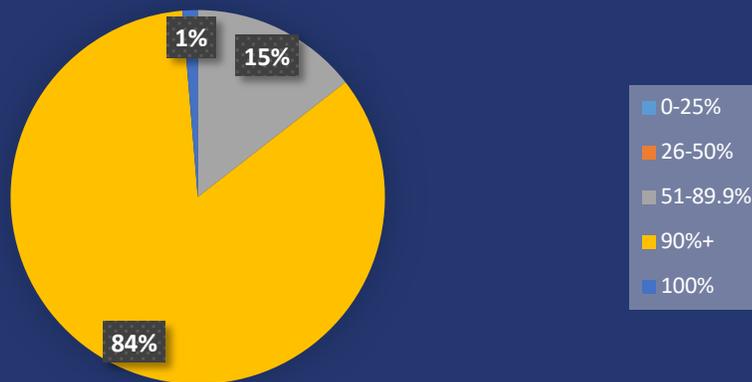
The following chart illustrates the academic results in Math:

FastTrack Math Assessment Scores



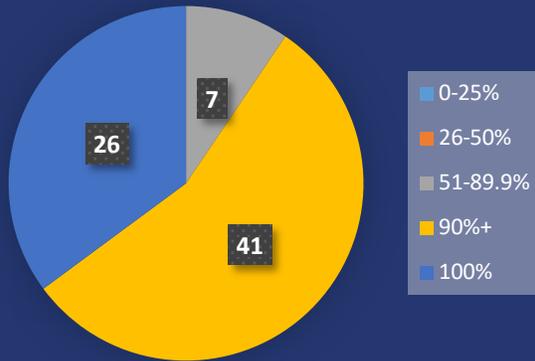
School-day attendance annual records for 76 regular attendees were collected and analyzed to review their rate of attendance. Of those regular attendees 11 had a daily school-day attendance rate of 51%- 89.9%, 64 students had 90% or greater attendance rate, and 1 students had a 100% daily school attendance rate. The chart below demonstrates the total percentage of days regular attending youth were present during the school-day:

65 Youth Achieved 90% or more School Day Attendance Rate

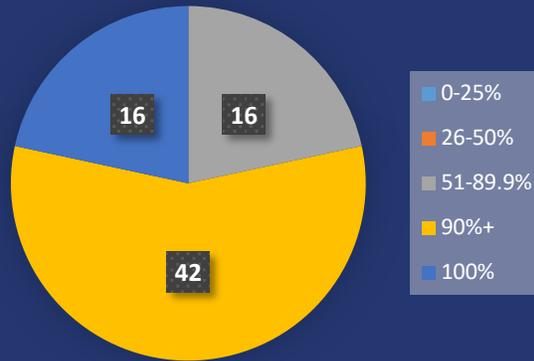


A review of quarterly attendance records was also conducted at the end of the year. The school year at Ridgeview Elementary is divided into four trimesters: Trimester 1, Trimester 2, Trimester 3, and Trimester 4. The following charts display the number of youth in each attendance rate set for regular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

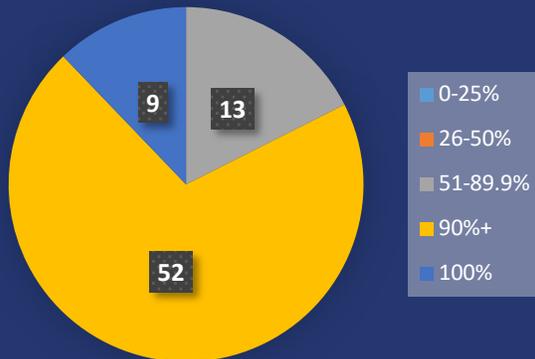
Trimester 1- Regular Attending Students School Day Attendance Rate



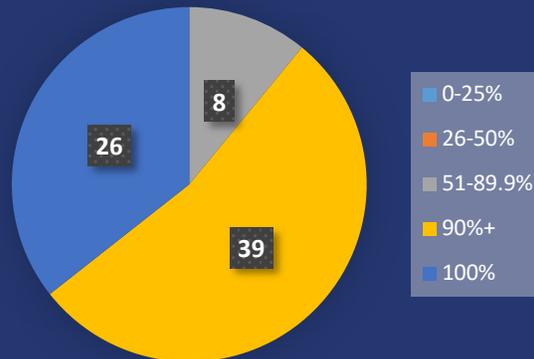
Trimester 2- Regular Attending Students School Day Attendance Rate



Trimester 3- Regular Attending Students School Day Attendance Rate



Trimester 4- Regular Attending Students School Day Attendance Rate



c. Student Behaviors and Attitudes

RGI Youth Feedback Survey:

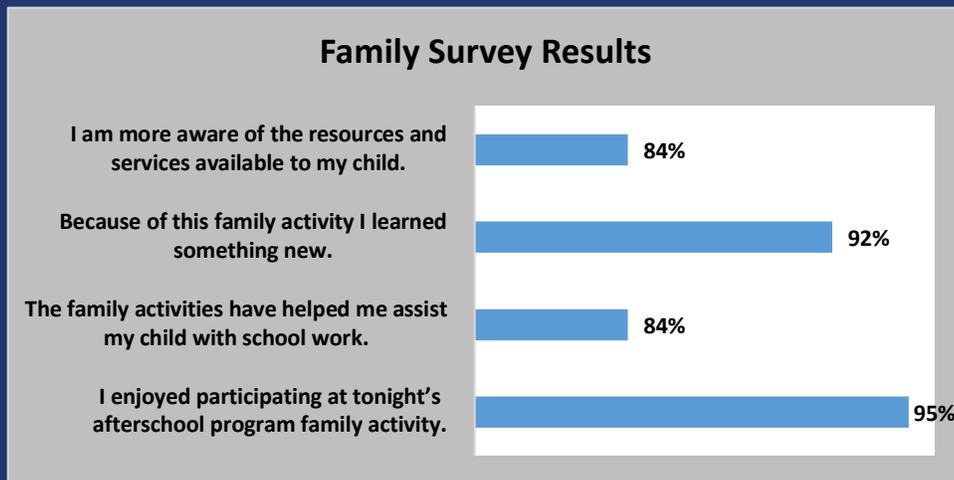
A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to “*demonstrate a growth mindset, interpersonal, and self-regulation skills*”. A youth feedback survey was administered by Program staff in alignment with the original Youth Skills and Belief Survey. 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, 96 regular attendees completed the survey. Statements from the three scales are highlighted in the chart below:

Survey Scale	Scale Statement	Percentage of youth who answered very True or Most of the Time True
Growth Mindset	<i>I believe I can do anything if I keep trying.</i>	97%
Interpersonal Skills	<i>I learned to work in a team.</i>	96%
Self-Regulation Skills	<i>I learned that my feelings affect how I do in class.</i>	84%

d. Family Engagement

Family Survey:

As part of the grant a family survey was developed. The purpose of the survey is to measure the level of services being provided. The survey also assesses the knowledge levels developed as a result of the family offerings being provided to the parents and other family members of the participants. Of the 121 family members served a total of 38 adult surveys were submitted by the Ridgeview 21st Century site.



RGI recommends program develop a clear and achievable plan for administering and collecting Family Surveys. 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.

For upcoming grants, 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.

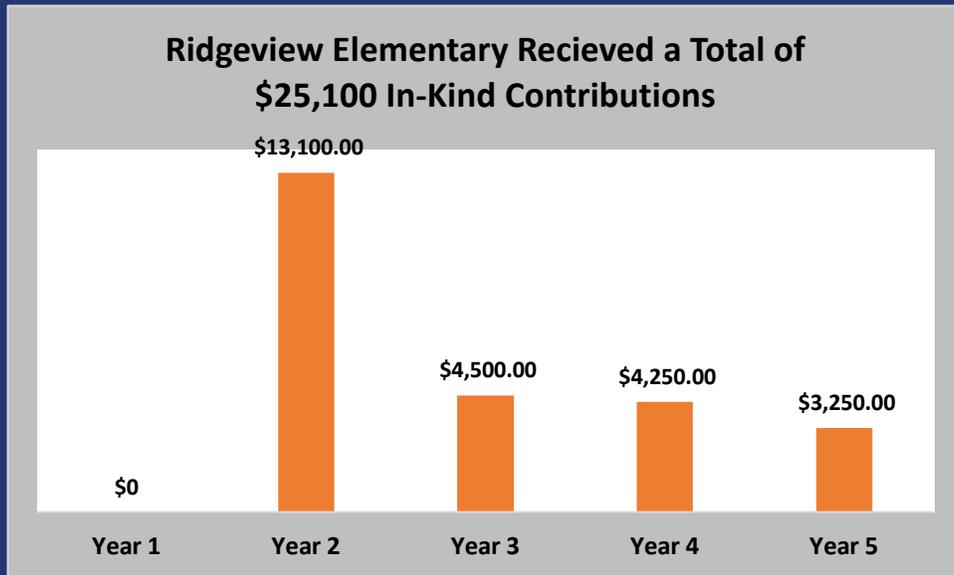
By implementing these strategies, future grants can build a more effective and reliable system for collecting, analyzing, and responding to family feedback, ensuring continuous improvement and greater program success.

e. Community Collaborations

Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	Yakima Community Coalition, PNWU	\$2,000.00
Donated Materials	Yakima Valley Pippins	\$250.00
Volunteers & Staffing	Ridgeview- PTO	\$1,000.00
Other	-	-
Total Contributions for the 2024-25 year		\$3,250.00

Throughout the duration of the grant, the Ridgeview program has benefited 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.

The chart below highlights the Community In-Kind contributions received each year, demonstrating the invaluable support from local partners and organizations. 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

Attendance/ Retention: During the final year, the program served 174 students and surpassed the goal to serve 100 students and 76 regular attendees. However, 98 youth participated for only 1–29 days, indicating a need to strengthen retention strategies. Moving forward, it is recommended that recruitment efforts also prioritize sustaining engagement. RGI suggests staff conduct regular check-ins with youth who show low attendance to encourage consistent participation. Furthermore, fostering a safe, fun, and hands-on learning environment, while incorporating youth voice and choice will likely enhance motivation and support long-term involvement in program offerings.

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

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

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

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

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

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

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

B. Resources

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

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

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

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

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

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

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

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

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

C. Center-based Logic Model

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