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Northwest Community Action Center (NCAC)

a division of the Yakima Valley Farm Workers Clinic (YVFWC)

21st Century Community Learning Centers (21st CCLC)

Cohort 17 Summer 2021 Evaluation Report

Kauffman & Associates
INCORPORATED

21st Century Community Learning Centers Cohort 17

Roosevelt Elementary
Yakama Nation Tribal School
Valley View Elementary
Garfield Elementary

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Introduction

The Yakima Valley Farm Workers Clinic (YVFWC) received a Cohort 17 (C17) 21st Century Community Learning Center (21st CCLC) award from the Washington Office of Superintendent of Public Instruction (OSPI). C17 comprises four schools that are sites for the 21st CCLC After-School Programs. Each program is unique and designed to meet the local needs of the students and families. This Year 1 report covers data collected from June 2021 to August 2021. This period aligns with the C17 program implementation across the state, as set forth by OSPI. Next, an overall community description of C17 is offered, followed by program profiles for each site.

The Yakima Valley is a thriving rural agricultural hub in Washington state. The Yakama lived on this land for many years prior to settlement by white pioneers. The land is now largely used as farmland and has been transformed by the convergence of races, cultures, and languages. The Yakima Valley has truly become a melting pot of Native Americans and Hispanics living together in small rural communities. Unfortunately, pervasive poverty in the Yakima Valley and on the Yakama Reservation impacts student development and learning. Many Natives rely on minimal tribal per capita payments for subsistence. Furthermore, low farm labor wages result in many Hispanic families living in poverty. Accordingly, almost all (94%) of the target students are low-income. Poverty and associated at-risk factors cause many students to be at risk of educational failure.

Due to Covid-19 impacts at all 4 sites the external evaluation team used a qualitative methods approach to write up the Year 1 summer report. Some quantitative existing data, collected by site supervisors and teachers, was taken from the EZ Reports site and Dropbox files to develop the report. In addition, a focus group and interview were conducted to collect the data needed to gain insight of program quality. The site supervisors for each school were invited to participate. In total all 4 cohort 17 site supervisors and a Northwest Community Action Center program coordinator took part in the process. The structured interview and focus group were designed using 7 questions meant to highlight program strengths, challenges, and outcomes. Both the interview and focus group were conducted virtually through zoom. Responses from site supervisors were recorded using a voice recorder and a typed-up transcript. All site supervisors provided qualitative data for the report. Roosevelt Elementary site supervisor, Rachel Mejia, speaks on strengths of the summer program, "Our staff are phenomenal workers, we were lucky to have a great lead teacher who did amazingly well. She was our major strength!".

Yakama Nation Tribal School

Yakama Nation Tribal School is located in Toppenish, WA. The Yakama Indian Reservation intersects with part of the Yakima Valley, both of which are home to a large Native American and Hispanic migrant/seasonal farmworker and immigrant population. At Yakama Nation Tribal School, most students and families struggle with formal education. According to the principal, much of school time is dedicated to behavioral health and Yakama Nation Youth Treatment specialists. These specialists arrive at the school weekly. Time during the school day is insufficient to meet the academic and social-emotional needs of their students.

Garfield and Valley View Elementary Schools

At Garfield and Valley View Elementary schools in Toppenish, WA, the core instruction in English Language Arts (ELA) and math, which are each taught for 60 minutes per day for all students. There is an additional 45 minutes of academic intervention support in Tier-II for ELA and math each day. Due to a lack of resources and

time, these sites are not able to offer a building-wide Tier III intervention for students in need. With limited funding, each school can only support 31 students with language development in 15-minute blocks each day.

Roosevelt Elementary School

At Roosevelt Elementary in Granger, WA, ELA instruction ranges from 60 to 90 minutes daily for all students. Tier II reading interventions range from 45 to 60 minutes. Math core instruction is only 40 minutes daily. Due to a lack of resources, Roosevelt is unable to differentiate the lessons to meet the specific needs of all learners.

School Characteristics

Table 1 details Yakama Nation Tribal School, Garfield Elementary School, Valley View Elementary School, and Roosevelt Elementary School's 21st CCLC school characteristics. These characteristics consist of total enrollment; free/reduced lunch program use; English language learners (ELL); total minority population; Hispanic, Native, and migrant population; special education population; and in-school improvement population.

Table 1. 21st CCLC target school characteristics

School Name	Total Enrollment	Free/ Reduced Lunch	ELL	Total Minority	Hispanic	Native	Migrant	Special Ed	In-School Improvement
Yakama Nation Grades 8–12	135	135 (100%)	N/A	100%	N/A	100%	N/A	N/A	N/A
Valley View Grades K–5	526	526 (100)%	49.7%	97.0%	87.5%	9.1%	17.6%	12.9%	Yes
Garfield Grades K–5	364	354 (97.5%)	47.0%	98.4%	87.6%	9.3%	16.5%	11.0%	No
Roosevelt Grades K–4	658	658 (100%)	47.6%	95.1%	92.4%	2.6%	11.4%	14.9%	Yes

Shaping the Program with Local Community Needs

To shape the program offerings to local community needs, a comprehensive needs assessment was conducted to understand more deeply what each site should provide in their program. Program leadership used these data and a community-driven approach to address the needs of the students and parents. Table 2 and Table 3 summarize the student and family's needs, respectively, that shaped the program offerings.

Table 2. Students' needs and needs addressed

Students' Needs	Needs Addressed
Low academic achievement – Learning Loss	• Specialized after-school instruction (reading and math) • High dose tutoring (reading and math) • Extended 6-week summer
Social-emotional learning	• PBIS – Second Step curriculum • Zones of regulation • Generation wellness
Parents unable to help children with homework	• After-school programming – tutoring, specialized instruction, • More time for enhanced activities
Bus/transportation	• All sites will provide bussing • Transportation

Table 3. Families' needs and needs addressed

Families' Needs	Needs Addressed
Helping their child with homework	• Family STEM and reading nights • Homework help • ELA nights • Academic support training
Learning computers, helping child with virtual learning	• Virtual learning platform training, social media, and the internet
Parenting skills	• Relationship building with child workshops • Closing circles • Family counseling
GED/academic training	• Referrals to Heritage University High • School Equivalency Program (HEP)
English as a second language	• Referred to Yakima Valley College for English as a second language courses
Cultural preservation	• Sahaptin Language Workshops (Tribal) • Storytelling • Dance, food, and arts • Poetry nights

Table 4 and Table 5 summarize the results of a comprehensive needs assessment to design a customized program to serve the unique, unmet needs at each site. Students were asked about their interests in careers and in after-school and summer programs. The tables summarize the top three interests per category by school.

Table 4. Top 3 student interests in careers

Yakama Nation	Garfield	Valley View	Roosevelt
• Videogame Designer – 23% • Doctor – 18% • Engineer – 12%	• Website Designer – 31% • Video Game Designer – 31% • Doctor – 24%	• Scientist – 35% • Videogame Designer – 29% • App Designer – 14%	• Doctor – 35% • Scientist – 6% • Engineer – 6%

Table 5. Top 3 student interests in after school/summer activities

Yakama Nation	Garfield	Valley View	Roosevelt
• Sports – 80% • Clubs – 40% • Leadership – 33%	• Field Trips – 85% • Building Drones – 54% • Robotics – 52%	• Field Trips – 92% • Arts &Crafts – 64% • Building Drones – 62%	• Sports – 41% • Arts & Crafts – 41% • Computers – 35%

Implementation of the Summer Program

Three of the four sites implemented a summer program between June and July, and one site ran their program until August. Two schools met in person while the other two were held virtually. Table 6 lists each site's start and end dates and schedule.

Table 6. Cohort 17 Summer Program information

Site	Dates	Program	Schedule
Yakama Nation 601 Linden St, Toppenish, WA 98948	6/21– 7/29/2021	In-person only	Monday–Thursday 9 am–1 pm
Garfield 505 Madison Ave, Toppenish, WA 98948	6/21– 7/29/2021	Virtual only	Monday–Thursday 9 am–2 pm
Valley View 515 Zillah Dr, Toppenish, WA 98948	6/28–8/5/2021	Virtual only	Monday–Thursday 8 am–2 pm
Roosevelt	6/21– 7/29/2021	In-person only	Monday–Thursday 8 am–2 pm

Site	Dates	Program	Schedule
405 Bailey Ave, Granger, WA 98932			

Number of Students Served

Table 7 shows the number of students served by site. It lists how many students were registered, how many attended the programs, and the hours of attendance. Across all the sites, a total of 311 students were registered and 275 students attended the programs. Students spent a combined total of approximately 522 hours participating in the summer programs.

Table 7. Students served and attendance at each site

Site	Registered Participants	Attended Participants	Hours Attended
Yakama Nation	14	8	95:05
Garfield	81	53	115:00
Valley View	42	40	172:30
Roosevelt	174	174	140:00
Total	311	275	522:35

Outcome Evaluation Plan

The evaluation plan in Table 8 was developed to measure progress toward the outcomes across the C17 school sites. Due to the impacts of COVID-19 restricting program implementation to three summer months, these outcomes were not measured at this time. Beginning in Year 2; however, these data points will be established and measured going forward.

Table 8. Outcome Evaluation Plan

SMART Outcome	Performance Measure	Participants	Data Source	Procedures	Data Analysis and Reporting
1.1. 65% of K-12 regular attendees will increase their ELA scores for **reading**	Percentage of students that show increases in their ELA scores	All youth attending the program who attend 30 or more days during the summer	i-Ready quarterly test results (as available), attendance records, EZ reports	Data collected by program staff, input into EZ reports– fall baseline and spring of each year	Measures of central tendency (average range, min, max)
1.2. 60% of K-12 regular attendees will increase their scores in **math**	Percentage of students who show an increase in math scores	All youth attending the program who attend 30 or more days	MAP quarterly test results, attendance records, EZ reports	Data collected by program staff input into EZ reports– fall baseline and	Measures of central tendency (average range, min, max)

SMART Outcome	Performance Measure	Participants	Data Source	Procedures	Data Analysis and Reporting
		during the summer		spring of each year	
2.1. 70% regular attendees will improve their **behavior** each year	Analyzing school discipline data in the fall and spring	All youth attending the program who attend 30 or more days during the summer	Survey tool results, school data, attendance records, EZ reports	Yearly in May, results administered and collected by evaluators	Measures of central tendency (average range, min, max)
2.2. 75% regular attendees will improve their **knowledge of life skills** each year	Administering a pre/post life skills inventory survey for elementary students	All youth attending the program who attend 30 or more days during the summer	Survey tool results, school data, attendance records, EZ reports	Collected May of each year, survey administered by staff	Measures of central tendency (average range, min, max)
3.1. 60% of parents that participate in classes will self-report increased knowledge of **English**	Administering a retrospective parent knowledge survey	All parents enrolled in ESL class	Parent participation records	Evaluator will work with ESL instructor to administer survey	Frequency analysis
4.1. 100% of site team complete program self-assessment with the **SELPQA, YPQA, or SAPQA tool**	Measured by completion of tool and submission of scores	All members of the site team	YPQA assessment scores used to assess program implementation, quality, and improvement, participation in required OSPI webinars	Project director and site coordinators will be responsible for conducting site-level team self-assessments, including observation, scoring, and uploading the scores and evidence into the Scores Reporter Database; activities will occur between October	Frequency analysis

SMART Outcome	Performance Measure	Participants	Data Source	Procedures	Data Analysis and Reporting
				through February; director will maintain checklist to ensure timely completion of activities	
4.2. 100% of site team will submit one program **quality assessment form B**	Measured by completion of tool and submission of scores	All the site team	OSPI	Director/site supervisor distribute link to staff to complete form B	Site supervisor review results

School Sites After-School Program Profiles

The following sections explore each after-school program. These profiles provide a program overview and logic model and highlight each program's strengths, challenges, and next steps.

Yakama Nation Tribal School – Toppenish, WA

Yakama Nation Tribal School
After-School Program
Summer 2021

8 Students
Strong Community Support
Cultural Experts

2 Highly Trained Staff
3 Community Partners

Focused Fun!

Gather, Bundle, and Discuss
How to Use Sage
Making/Canning Huckleberry
Make Healthy Breakfast
Emotional Writing

High Attendance & Engagement

75% of Student Participants Attended 13 or More Days

Steps to Recruit Students

Yakama Nation recruited eligible students for their summer program through social media and weekly school announcements. In addition, the director used her extensive network to recruit eligible students. For example, the director recruited students through the Mckinney Vento program, which serves youth experiencing homelessness. The director reached out to the homeless families to invite their students to the summer program and provided them with an application to participate.

Yakama Nation's summer program was in person. It ran from June 21 to July 29, 2021, Monday through Thursday, from 10 am to 3 pm. The program was held in person on the school campus. There were no adjustments in the summer program due to COVID-19 other than to follow the COVID school safety guidelines.

Strengths & Successes

Yakama Nation's after-school program had many strengths. First, family members and the community embraced the new 21st CCLC program. Experts and specialists in the community provided strong support by helping teach students. For example, Yakama Nation Wildlife experts came to talk about local wildlife that is important to traditions, and elders came to teach about local plants. The staff and students took field trips to see and experience the places where the wildlife and plants reside to understand their cultural importance and have an interdisciplinary conservation more deeply.

Secondly, the summer program included a focus on establishing and maintaining wellness (physical, mental, and spiritual). Staff from Yakama Nation Behavioral Health facilitated weekly lessons (e.g., on nutrition) and/or hands-on activities for the students, including providing support on weaving Wepa baskets and making rose water.

Challenges

Yakama Nation's challenges included the common challenge of staffing in rural areas, which was heightened by the pandemic. However, the director was skilled at providing programming that met the high school students' desires, as reflected in their continued attendance. In addition, the director thoughtfully used community experts and partners to help supplement the program offerings with fun and engaging presentations and activities. Partners were somewhat challenged to teach about popular local plants and foods (e.g., huckleberries) because the picking season had not arrived yet. However, the director and partners creatively modified the approach to still reach the learning outcomes.

Next Steps

The director reflected on what was learned during the summer program and what to bring forward into the next school year. One lessoned learned from the summer program is the importance of letting youth guide the day and not adhering to a strict agenda. Staff tried to implement several ideas, but the students were not engaged. The staff learned to be more flexible and open to students' activity ideas. They will also work to provide more opportunities for student choice among multiple activities each day.

Logic Model

The Yakama Nation after-school program had four objectives:

- Objective 1: Increase student growth percentiles for math and reading.

- Objective 2: Improve participants' social and emotional skills development.
- Objective 3: Increase parents/families' literacy level and parent engagement.
- Objective 4: Measure quality program implementation and improvement strategies.

Figure 1 shows Yakama Nation Tribal School's 21st CCLC Logic Model.

21st CCLC Logic Model: Yakama Nation Tribal School

Situation: Target students from our communities are scoring below proficiency in the areas of Math and Reading as measured by local and state assessments. Our communities also have a large percentage of parents with limited English literacy skills, low educational attainment, and high poverty.

Inputs	Outputs		Outcomes		
	Activities	**Participation**	**Short**	**Medium**	**Long**
• (1) Site Supervisor • (1) Youth development specialist • Yakama Nation Wildlife (YNW) • Yakama Nation Behavior Health (YNBH) • Supportive YNTS kitchen Staff	Traditional foods and gathering/hunting. YNBH – Elders came in and spoke about rosebush. YNW – Came in to speak about wildlife	Created rose water and got to take it home. Boiled it down and took it home in jar Bundled the rose and got to take it home Created huckleberry jam	Students learn traditional stories and feel connected. Students connected to elders. Greater awareness to Native Culture	Students improve in math and reading through speaking Yakama Sahaptin. Students were disconnected from school due to Covid-19, the program helped them get centered and focused again.	Student academic and emotional growth through traditional native knowledge and elder interaction. Students gain greater sense of understanding to traditional native culture on eating habits, social/emotional wellbeing, and creativity.
	Every Wednesday – YNBH conducted a hands-on activity providing support on Whipple weaving baskets. First 2-3 weeks – Healthy Breakfast cooking (Used school kitchen)	(SEL) Practiced Pause Made 2 different baskets and got to take them home.	Students picked up healthy eating habits by eating breakfast more often. Stronger family ties to program for better engagement with school/teacher Social emotional growth through YNBH activities	Gained interest in traditional cultural practices of art Cultural Preservation	
Assumptions			External Factors		

Figure 1. Yakama Nation's 21st CCLC Logic Model

The program just started in June 2021. Because of this short timeframe, quantitative data were not available to collect to gauge progress toward the objectives. Instead, qualitative data in the form of pictures are offered below (See Figure 2, Figure 3, Figure 4, and Figure 5.).

Figure 2. Mancala

Students practices strategizing to win mancala.

Figure 3. Connect 4

Through playing Connect 4, students stayed engaged while practicing math skills.

Figure 4. Huckleberries

Huckleberries are a traditional food of the Yakama that grow in the mountains on Yakama Nation land.

Figure 5. Wild Rose Hips

Students picked wild rose hips that grow locally to make rose water, a traditional topical spray that has many health benefits.

Garfield Elementary – Toppenish, WA

Garfield Elementary
After-School Program
Summer 2021

53 Students

7 Highly Trained Staff

Focused Fun!

3D Hot Air Balloon Craft
Popsicle Stick Catapult
Color Blending
Math Puzzles

High Attendance & Engagement

82% of Student Participants Attended 20 or More Days
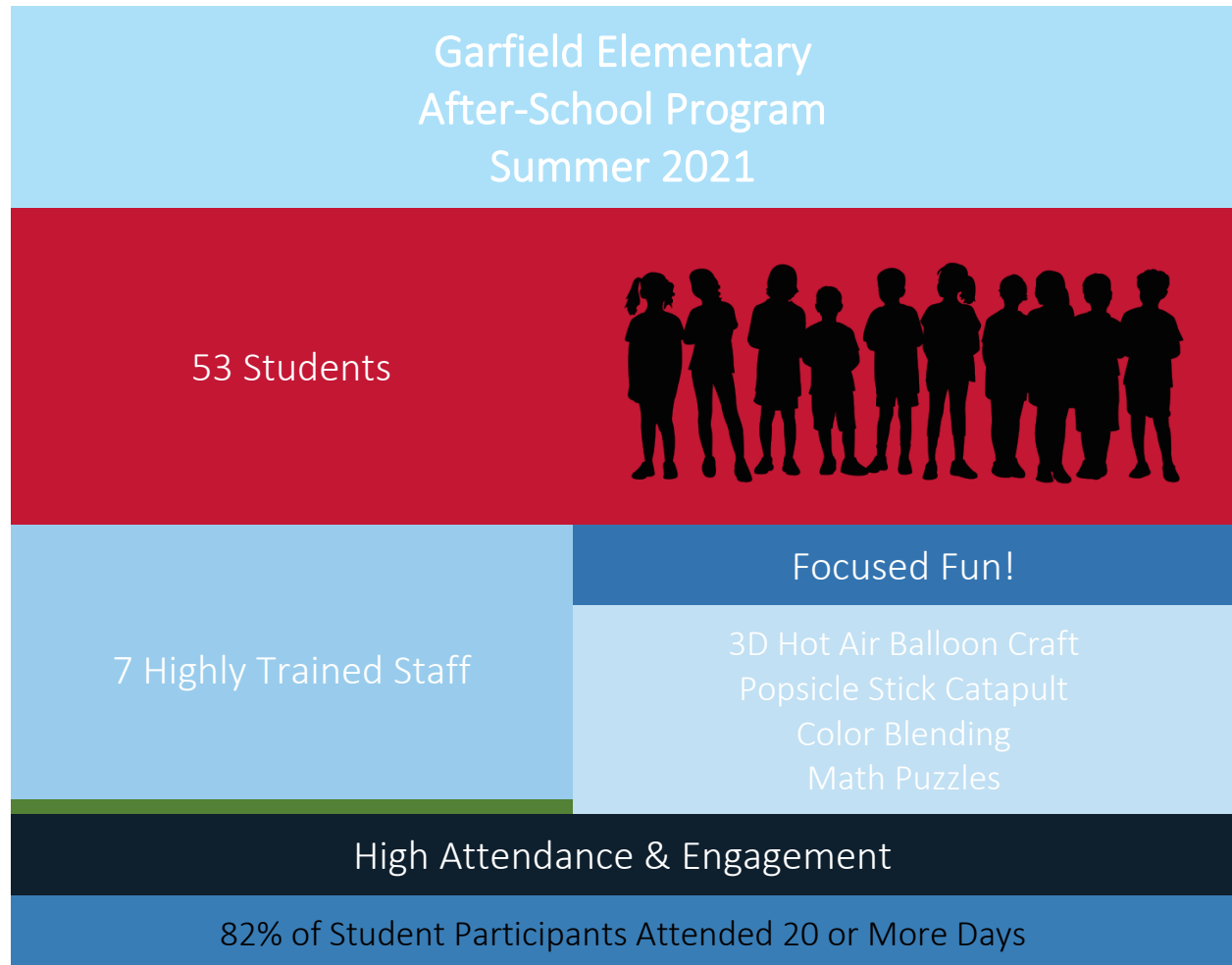
Attendance

Table 9 lists the number of students who participated in Garfield's after-school program and how many total hours they attended.

Table 9. Garfield Elementary After-School Program attendance

Site Location	Participants	# of Hours Attended
Garfield Elementary	53	115:00

Steps to Recruit Students

Garfield's after-school program was open to the whole school, from kindergarten to fourth grade. It was also open to whomever wanted to join virtually. Site Supervisor Vicky mentions that 95% of the students have

chrome books so that a virtual option would not be an issue. Their goal was to have all students join. To recruit students, they made announcements over the intercom and the site supervisor visited each classroom during her lunch break to talk about some of the activities. Vicky explained what STEM is and that they would be doing STEM activities. Further, they sent letters home to inform the parents of this new program, and the principal added an article about the program in the school newsletter.

Garfield's summer program was held virtually. It ran from June 21 to July 29, 2021.

Strengths & Successes

Garfield's after-school program attributed its strengths and successes to their teachers and para educators. Their willingness to go above and beyond with the virtual activities was a major strength for the program. The teachers were strategic in planning activities that did not require too much adult interaction since they connected virtually. A program strength was that the students at Garfield normally use Chrome Books, which made virtual programming possible. They also made it easy for students to pick up supplies for activities. Every Thursday, students had the opportunity to pick up their activity supplies, which the teachers personally supplied.

The small Toppenish community was impressed by the program and its impact on students. The site supervisor noted that she often received positive feedback on the program and was asked if the program would expand beyond one school.

Challenges

Garfield faced logistical challenges with their program due to the changing environment during COVID-19 and the program's accelerated timeline. Because this was Garfield's first summer program, they found their procedures were underdeveloped, which caused a delay in getting materials for the activities.

Next Steps

Garfield should create clearly defined procedures and work out logistics before starting the program so materials are ready when needed. They also need succession planning for staff to avoid becoming shorthanded in case of staff turnover. They should also continue to inform the community about the program to maintain their strong support and interest.

Logic Model

To adjust to COVID-19, Garfield had to rely on virtual summer programming. In addition, the offerings were extended from 4 weeks to 6 weeks. Because 95% of the students at Garfield have Chromebooks, virtual programming was a viable route. The extension of the summer schedule helped mitigate any learning loss due to COVID-19.

There are four objectives of the Garfield Elementary After School Program:

- **Objective 1: Increase student growth percentiles for math and reading.**
- **Objective 2: Improve participants' social and emotional skills development.**
- **Objective 3: Increase parents/families' literacy level and parent engagement.**
- **Objective 4: Measure quality program implementation and improvement strategies.**

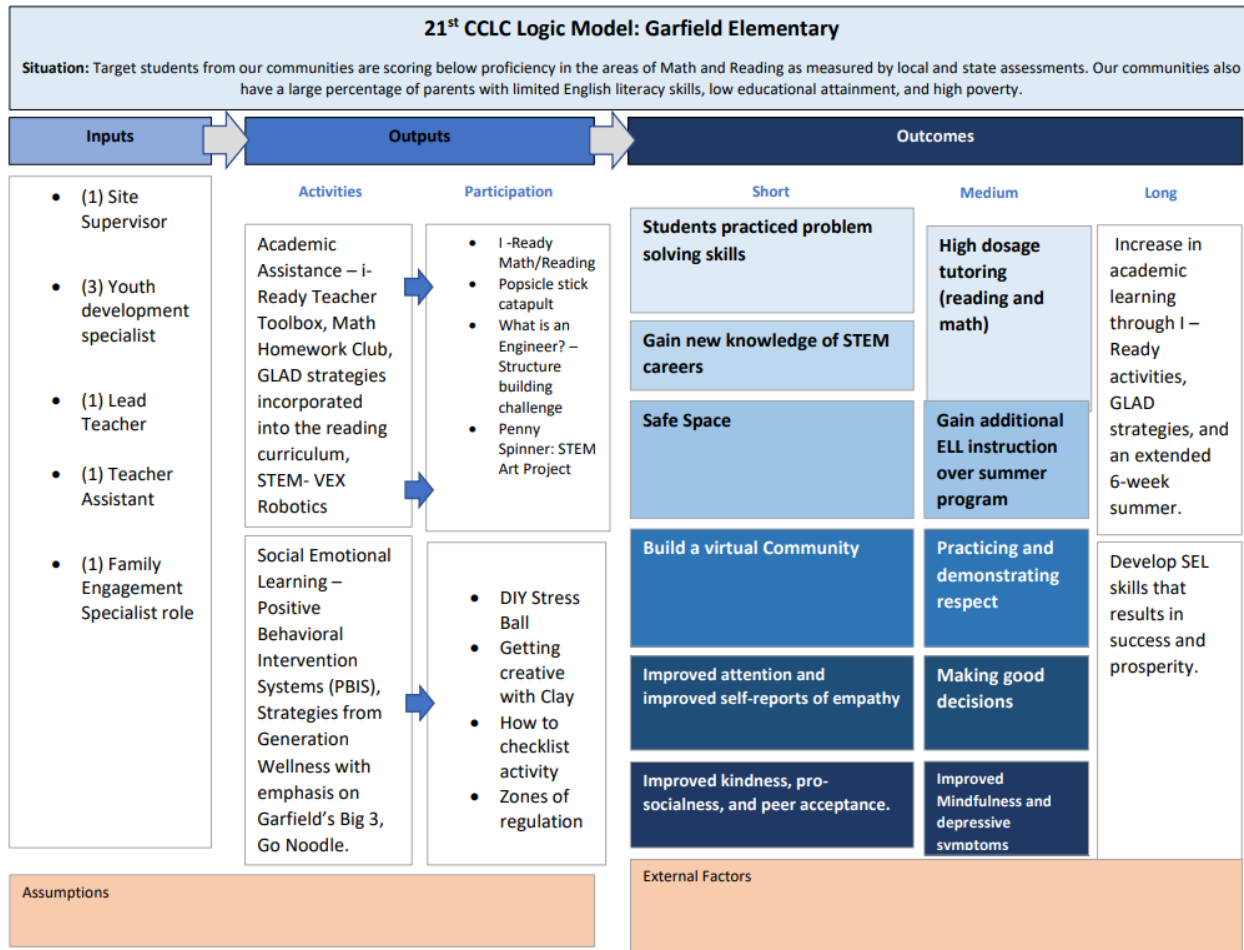Figure 6 shows Garfield Elementary's 21st CCLC Logic Model.

21st CCLC Logic Model: Garfield Elementary

Situation: Target students from our communities are scoring below proficiency in the areas of Math and Reading as measured by local and state assessments. Our communities also have a large percentage of parents with limited English literacy skills, low educational attainment, and high poverty.

Inputs	Outputs		Outcomes		
	Activities	**Participation**	**Short**	**Medium**	**Long**
• (1) Site Supervisor • (3) Youth development specialist • (1) Lead Teacher • (1) Teacher Assistant • (1) Family Engagement Specialist role	Academic Assistance – i-Ready Teacher Toolbox, Math Homework Club, GLAD strategies incorporated into the reading curriculum, STEM- VEX Robotics	• I -Ready Math/Reading • Popsicle stick catapult • What is an Engineer? – Structure building challenge • Penny Spinner: STEM Art Project	Students practiced problem solving skills Gain new knowledge of STEM careers Safe Space	High dosage tutoring (reading and math) Gain additional ELL instruction over summer program	Increase in academic learning through I – Ready activities, GLAD strategies, and an extended 6-week summer.
	Social Emotional Learning – Positive Behavioral Intervention Systems (PBIS), Strategies from Generation Wellness with emphasis on Garfield's Big 3, Go Noodle.	• DIY Stress Ball • Getting creative with Clay • How to checklist activity • Zones of regulation	Build a virtual Community Improved attention and improved self-reports of empathy Improved kindness, pro-socialness, and peer acceptance.	Practicing and demonstrating respect Making good decisions Improved Mindfulness and depressive symptoms	Develop SEL skills that results in success and prosperity.
Assumptions			**External Factors**		

Figure 6. Garfield Elementary's 21st CCLC Logic Model

The program just started in June 2021. Because of this short timeframe, quantitative data were not available to collect to gauge progress toward the objectives. Instead, qualitative data, in the form of pictures, are offered below (See Figure 7, Figure 8, and Figure 9.).

Figure 7. M&M Color Blending

Figure 8. Getting creative with Clay

In the M&M rainbow science experiment, students learned the cause and effect of mixing colors to get new colors. This experiment also taught students how sugar dissolves when mixed with warm water.

This clay activity helped students develop eye/hand coordination and build concepts of form and shape. Art activities, such as working with clay/playdough, build connections in the brain. Art activities build cognitive skills, such as understanding cause and effect and problem-solving.
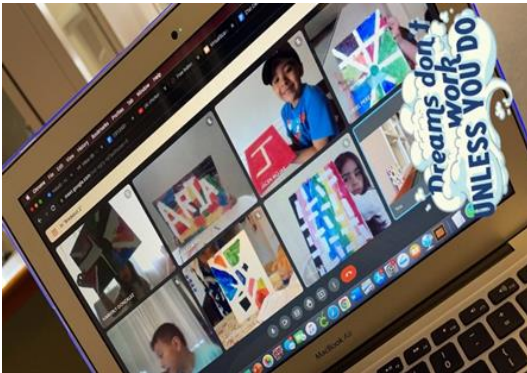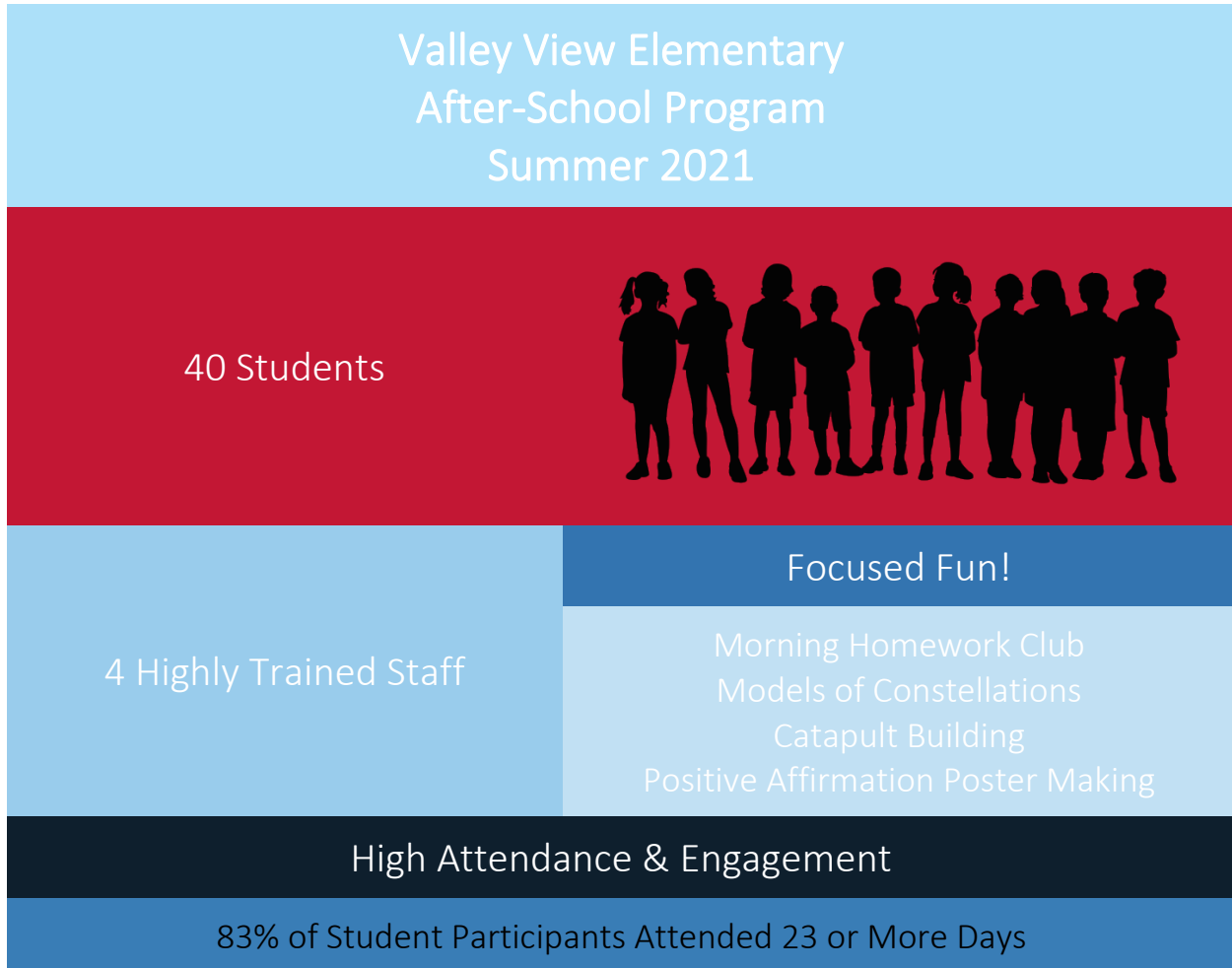

Figure 9. Painter's Tape Art Activity

The painter's tape art activity allowed students to practice creating art by marking off what will not be painted with tape. Students were able to create a unique picture using painter's tape and watercolor paints.

Valley View Elementary – Toppenish, WA

Valley View Elementary
After-School Program
Summer 2021

40 Students

4 Highly Trained Staff

Focused Fun!

Morning Homework Club
Models of Constellations
Catapult Building
Positive Affirmation Poster Making

High Attendance & Engagement

83% of Student Participants Attended 23 or More Days

Steps to Recruit Students

At Valley View, the site supervisor first reached out to the previous supervisor for advice. The site supervisor looked at the I-Ready data and started with highest needs students. They then opened it up to students interested in the after-school program. Recruitment was done by sending letters home and following up with phone calls.

As a result of the teacher surveys, the summer programming increased for Year 1, from four to six weeks, to help mitigate learning loss due to COVID-19. Valley View's summer program was held virtually. It ran from June 28 through August 5, 2021, Monday through Friday, from 11 am to 4 pm.

Strengths & Successes

Staff and community had a big impact on the strengths and successes at Valley View. The teacher staff stepped up and were flexible when faced with challenges. The site supervisor noted that the staff hired for family

connection did a great job at engaging parents/families, which helped with attendance. They were very successful in engaging youth overall and connecting with them virtually. Parents/families could also provide feedback to teachers on after-school activities. The virtual connection had a positive impact on parental perception of the program, which was successful in retaining students for the after-school program. They found that family engagement was up for the virtual options, compared to in-person learning. So, the program will keep the virtual option for homework support for the upcoming school year.

Challenges

One of Valley View's biggest challenges was keeping students engaged in the programming. Due to the virtual nature of the program, they noticed that students had less drive with their projects. Instructors noticed that setting up activities was time consuming and cut into program time. Another challenge for instructors was the activity planning process. Previously, instructors could purchase materials for activities in person, but now they had to order online and wait for the materials. Past surveys were helpful in choosing activities that students were interested in. They recognized the need to trim down the ordering process and tailor activities to student interest.

Next Steps

Valley View plans to continue having strong parental support for the after-school program and will ensure the family engagement specialist has the support they need to maintain strong family connections throughout the year. To maintain students' drive, Valley View plans to continue conducting student surveys to help select activities with high student interest. Valley View also plans to continue providing virtual homework support.

Logic Model

The Valley View after-school program had four objectives:
- Objective 1: Increase student growth percentiles for math and reading.
- Objective 2: Improve participants' social and emotional skills development.
- Objective 3: Increase parents/families' literacy level and parent engagement.
- Objective 4: Measure quality program implementation and improvement strategies.

Figure 10 shows Valley View Elementary's 21st CCLC Logic Model.

21st CCLC Logic Model: Valley View Elementary

Situation: Target students from our communities are scoring below proficiency in the areas of Math and Reading as measured by local and state assessments. Our communities also have a large percentage of parents with limited English literacy skills, low educational attainment, and high poverty.

Inputs	Outputs		Outcomes		
	Activities	**Participation**	**Short**	**Medium**	**Long**
• (1) Site Supervisor • (1) Youth development specialist • (1) Lead Teacher • (1) Secretary - Family Engagement Specialist role	STEM themed activities – Space, ocean, designing, creating, machines for purpose of movement.	• Created models of constellations • Made catapults • Made robots	**Students practiced problem solving skills** **Learned perseverance.** **Safe Space**	**Did not have assistance and had to come up with ways to complete activities** **Families also got to participate with their students**	Teachers gained insight to students understanding of STEM lessons.
	Social Emotional Learning – Positive Behavior Intervention systems (PBIS), Second steps, Leadership skill building.	Decorated posters with positive affirmations (examples) "Welcome" & "You are loved"	**Students worked independently and had family support at times – Both ends of the spectrum.** **Improved attention and improved self-reports of empathy** **Improved kindness, pro-socialness, and peer acceptance.**	**Improved emotional control** **Improved school self- concept** **Improved Mindfulness and depressive symptoms**	Establishing the social culture and behavioral supports needed for all children.

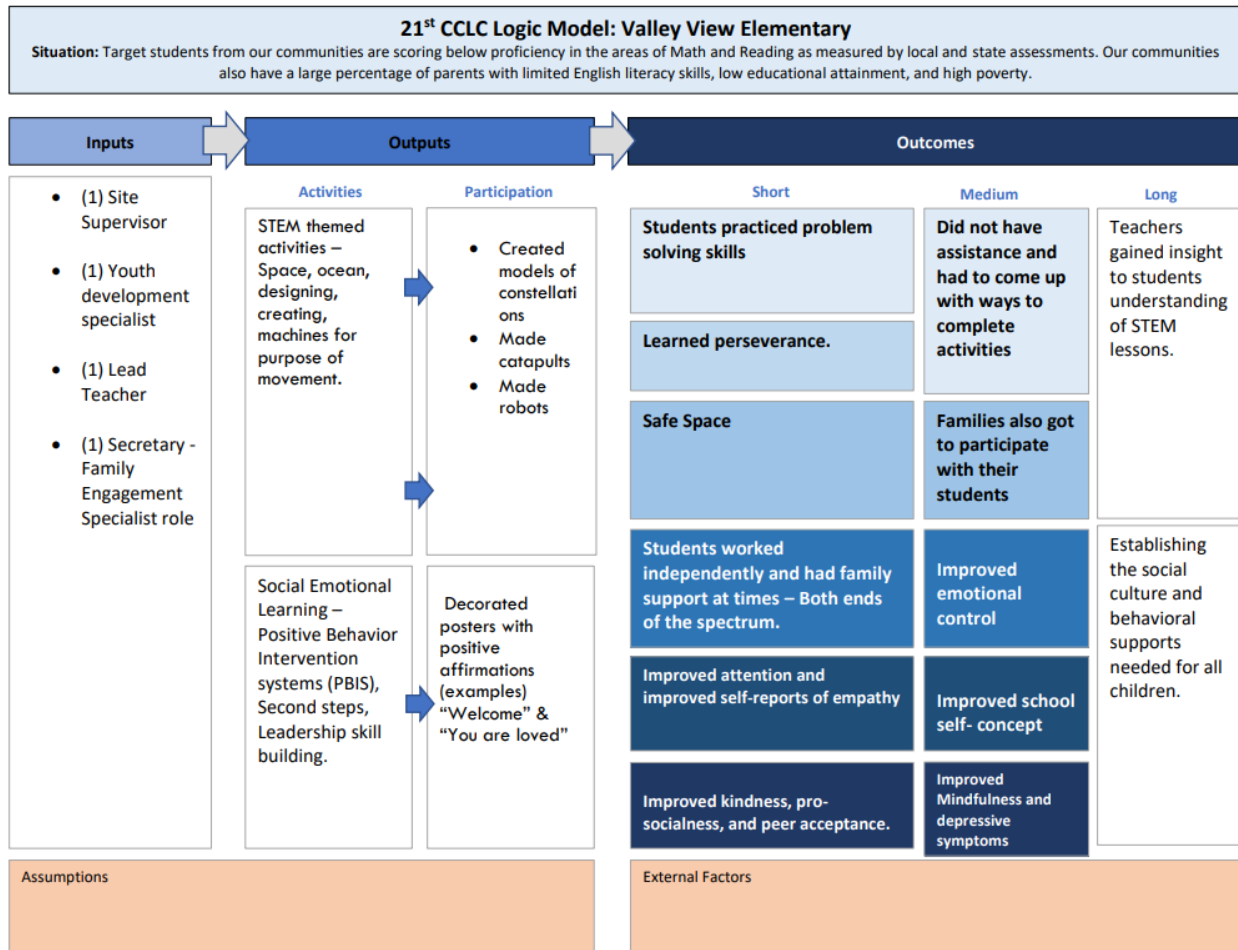| Assumptions	External Factors

Figure 10. Valley View Elementary's 21st CCLC Logic Model

The program just started in June 2021. Because of this short timeframe, quantitative data were not available to collect to gauge progress toward the objectives. Instead, qualitative data, in the form of pictures, are offered below (See Figure 11, Figure 12, Figure 13, and Figure 14.).
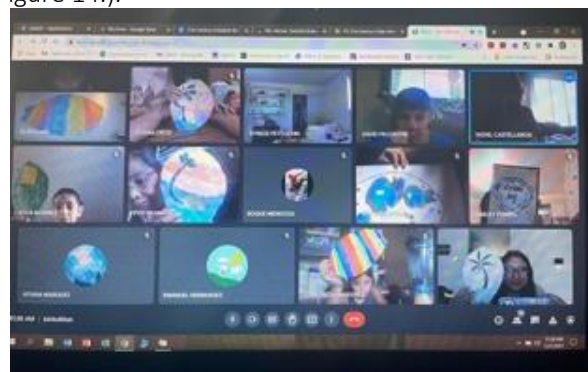

Figure 11. Art Puzzle Activity

Figure 12. Drawing Activity

The virtual classroom worked on art puzzle drawings. This puzzle activity helped with students'

Students worked on arts and crafts with their teacher. They drew variations of palm trees or art of

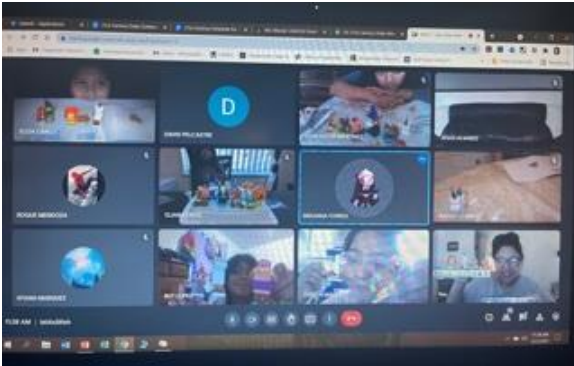cognitive skills, specifically shape recognition, memory, and problem solving.

Figure 13. Clay Models Activity

The clay models STEM activity allowed students to use their imaginations and hands to create clay robots.
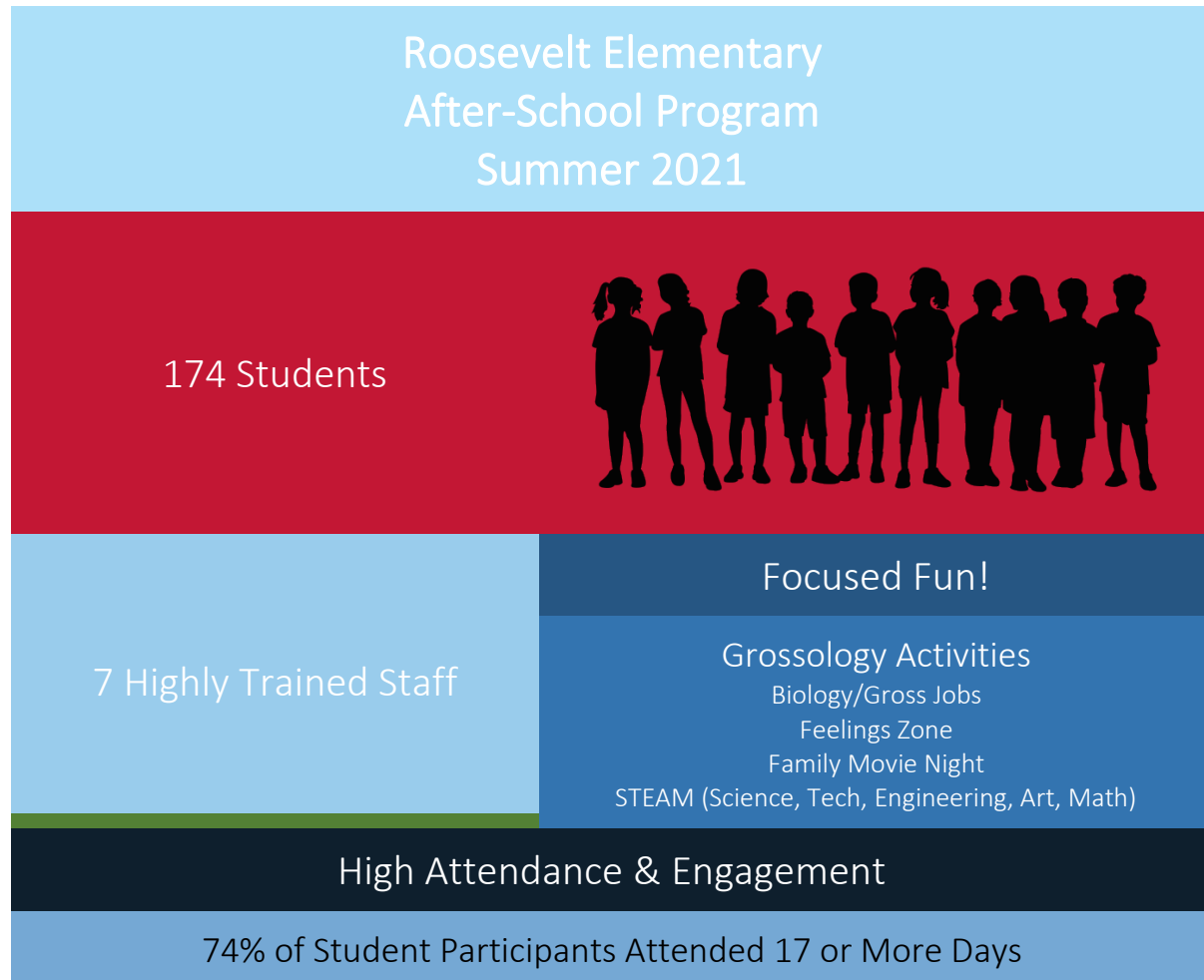
their choice. This activity helped students with their growth mindset, self-confidence, and communication.

Figure 14. Birdhouse-Building Activity

In birdhouse-building activity, students worked individually to construct and paint a birdhouse. Students constructed their birdhouses through teacher instruction and used their own artistic expression to decorate them.

Roosevelt Elementary – Granger, WA

Roosevelt Elementary
After-School Program
Summer 2021

174 Students

7 Highly Trained Staff

Focused Fun!

Grossology Activities
Biology/Gross Jobs
Feelings Zone
Family Movie Night
STEAM (Science, Tech, Engineering, Art, Math)

High Attendance & Engagement

74% of Student Participants Attended 17 or More Days

Steps to Recruit Students

Roosevelt did not have a traditional recruitment process for their after-school program. Their process was geared more toward introducing their students and the community. The school offered summer school to as many students as possible with priority going to students in academic need. Sessions were split by grade level and offered for K through fourth grade.

Roosevelt's summer program was held in person. It ran six weeks to help mitigate learning loss due to COVID-19. The program ran from June 21 to July 29, 2021, from 8:00am to 1:55pm Monday-Thursday. Every student who participated in summer school could do the after-school program, as well, as a way of introducing the program to the community.

Table 10 details Roosevelt's summer school schedule.

Table 10. Roosevelt summer program schedule and grade level activities

Time	Grade Level	Activity
8–8:35	All	Attestations
8:35–9:25	4th Grade	STEM/MindWorks
9:30–10	3rd Grade	STEM/MindWorks
10:25–11:15	2nd Grade	STEM/MindWorks/Creative Arts
11:55–12:45	Kinder	SEL/Creative Arts
1:05–1:55	1st Grade	SEL/Creative Arts
Lunch daily 11:20–11:50 Prep daily 1:155–2:30		

Strengths & Successes

Community and staff helped make Roosevelt's after-school program successful. The program's talented staff had a positive outlook every day and had zero pushback on any challenge or activities. A major strength of the program was the lead teacher, Ms. Ramirez, who interacted well with all the students and whose bilingual skills allowed her to further connect with students. Another strength was the community's excitement over the program. The community was glad to hear about the summer program, and family engagement was high during movie nights in the school gymnasium. Their excitement helped boost overall parent and student participation. As a result, the community had a positive understanding of the program and the school staff had positive experiences.

Challenges

One challenge identified for Roosevelt's program was the need to recalibrate how they meet the younger students' needs to be comparable with the older kid's learnings. Roosevelt serves a wide range of grade levels, and activities for older students were not always applicable to younger students. Younger students will need to be included in more hands-on activities to align with the older kids' activities.

Next Steps

Roosevelt's after-school program leadership shared that they would like to continue their success in recruiting and retaining students starting in the fall and throughout the 2021-22 school year. They look forward to expanding program offerings in STEM with an attention to social/emotional learning. In addition, they will continue to offer and expand family engagement opportunities. Because of the success over the summer with movie nights, they will continue to offer movie nights and other learning events to meet parents and families' needs that were expressed earlier this year.

Logic Model

Roosevelt made several adjustments to its original program design due to the pandemic. One adjustment was to ensure each student had an assigned seat to keep track of where students sat and who they sat next to, so staff had a better handle on responding to student who became sick. Also, because of the teacher surveys, Roosevelt increased its summer programming for Year 1, from four to six weeks, to help mitigate learning loss due to COVID-19.

The Roosevelt after-school program had four objectives:
- Objective 1: Increase student growth percentiles for math and reading.
- Objective 2: Improve participants' social and emotional skills development.
- Objective 3: Increase parents/families' literacy level and parent engagement.
- Objective 4: Measure quality program implementation and improvement strategies.

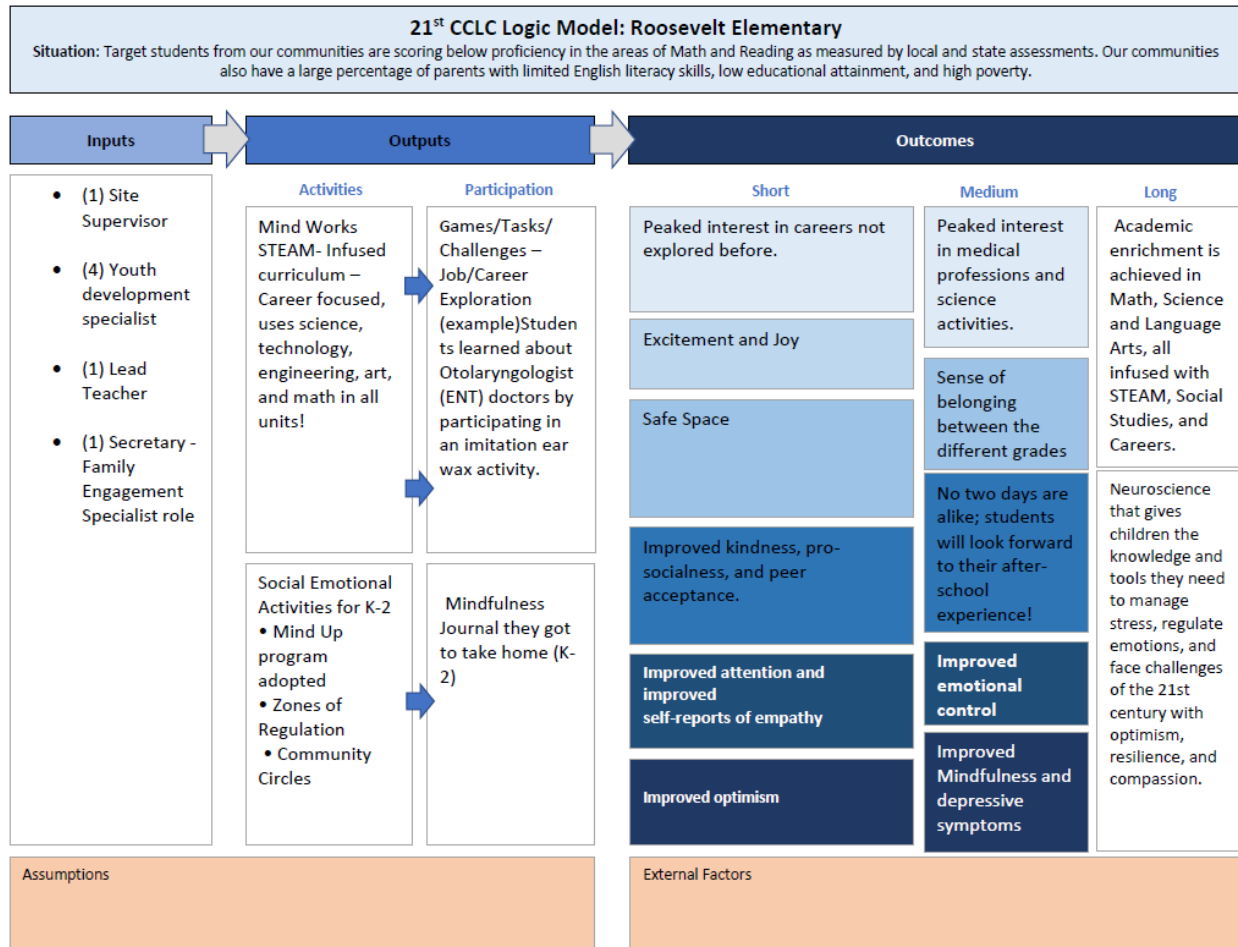Figure 15 shows Roosevelt Elementary's 21st CCLC Logic Model.

Figure 15. Roosevelt Elementary's 21st CCLC Logic Model

The program just started in June 2021. Because of this short timeframe, quantitative data were not available to collect to gauge progress toward the objectives. Instead, qualitative data, in the form of pictures, are offered below (See Figure 16, Figure 17, Figure 18, and Figure 19.).

we are family

Figure 16. Morning Check In

This is a chart used for emotional learning with the kindergarten students. Every morning, students come into the program and use this chart to understand and express their feelings.

Figure 17. Dr. Pimple Popper Game

Students work in teams to complete the activity. Students earn points for each pimple they pop without exploding the mega zit. The team with the most points is the Pimple Pete champion.

Figure 18. Dr. Pimple Popper Game

In this activity, students practice group processing skills. This activity was chosen to teach students about "disgusting jobs." With the Dr. Pimple Popper game, the students are practicing dermatological techniques and learning more about the kind of work they do.
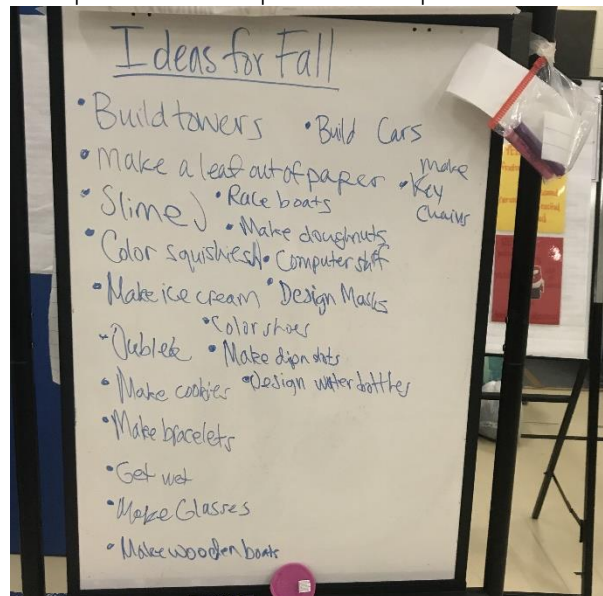

Figure 19. Ideas for Fall

This whiteboard lists students' activity ideas. Students listed activities that they would like to do and learn more about for the fall.