

21st CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL TIME | Cohort 14

NCAC | EXECUTIVE SUMMARY EVALUATION REPORT | 2020 – 2021

Grandview School District
Toppenish School District
Produced by RGI Corporation

Introduction: The Northwest Community Action Center (NCAC), a division of the Yakima Valley Farm Workers Clinic, has completed its fourth year of this 21st Century Community Learning Centers (21st CCLC) grant program. The 21st CCLC Adelante program is a partnership with the Toppenish and Grandview School Districts. The 21st CCLC Program offers after-school programs and parent educational opportunities at the different centers. The program proposed to serve a total of 330 students for 30 days or more and 165 parents at the four 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

413 Youth served

308 Family members served

4 Afterschool sites

160 Days of afterschool

73 Family Offerings

48% Regular Attending Youth

101 Youth attended 90 + days

187% Family Member goal met

80% Youth Increased Math Skills

35 Community Partnerships

Demographics

Youth: 413 Total Students in Grade K-11



Low-income



Hispanic



Special Ed.



Minority



ELL



Bilingual



55%

Female



45%

Male

Family Members

73

Total activities

373.5

Total hours of family engagement

173

Participated in literacy based events

B. Overview of Centers

Kirkwood Elementary – Toppenish, WA

Grades K-6

Summer Program

- Operated June 15, 2020 - August 14, 2020 for 43 program days
- Served 79 students operating 13 hours a week Monday – Friday

Before School

- Operated September 9, 2020 – June 03, 2021 for 156 program days
- Served 97 students operating 7:30 to 8:15 AM Monday – Friday

After School

- Operated September 9, 2020 – June 03, 2021 for 156 program days
- Served 97 students operating 3:30 to 5:00 PM Monday – Friday



Low-income



Minority

Lincoln Elementary – Toppenish, WA

Grades K-6

Summer Program

- Operated June 22, 2020 - August 20, 2020 for 37 program days
- Served 68 students operating 19 hours a week Monday – Friday

Before School

- Operated September 14, 2020 – June 10, 2021 for 160 program days
- Served 86 students operating 7:30 to 8:00 AM Monday – Friday

After School

- Operated September 14, 2020 – June 10, 2021 for 160 program days
- Served 86 students operating 3:30 to 6:00 PM Monday – Thursday



Low-income



Minority

Safe Haven Community Center– Toppenish, WA

Grades 6-11

Summer Program

- Operated June 23, 2020 – August 13, 2020 for 18 program days
- Served 18 students operating two days a week for a total of 4 hours

After School

- Operated September 15, 2020 – June 11, 2021 for 171 program days
- Served 15 students operating 3:00 to 5:30 PM Monday – Friday



Low-income



Minority

Smith Elementary – Grandview, WA

Grades K-6

Summer Program

- Operated June 24, 2020 - August 13, 2020 for 20 program days
- Served 90 students operating 8 hours a week Monday – Friday

Before School

- Operated September 15, 2020 - June 10, 2021 for 141 program days
- Served 126 students operating 7:15 to 8:00 AM Monday – Thursday

After School

- Operated September 15, 2020 – June 10, 2021 for 141 program days
- Served 126 students operating 3:30 to 5:30 PM Monday – Thursday



Low-income



Minority

C. Implementation

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

Community Context: A large part of the Yakima Valley is on the Yakama Indian Reservation, home to a large Hispanic migrant/seasonal farmworker, immigrant and Native American population. These small rural school districts are facing tremendous challenges due to shifting demographics, a changing agricultural economy, student mobility, poverty, language deficiencies and cultural differences. Target schools serve the largest percentage of minority students, some of the highest poverty levels, highest percentage of limited English proficient students and a high number of migrant/immigrant children in the state. These students are some of the state's lowest academic achievers based on state math/reading test scores and the schools are some of the lowest performing in the state.

Attendance – All Centers 2020-21

	Youth Participation Levels Grant Wide					Total 30+ days
Days	1-15	16-29	30-59	60-89	90+	197
Student #	154	62	51	45	101	
Student %	37%	15%	12%	11%	24%	Total Served 413

The coronavirus impacted how afterschool centers operated. All centers turned to virtual programming in order to offer academic enrichment services. Although centers operated the lasting impact of online learning access was detrimental. Due to additional barrier's centers experienced low participation and retention numbers. The goal of serving 330 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*: 165 members)

Served 308 Members

4- Year Regular Attendee Attendance



4-Year Family Member Attendance

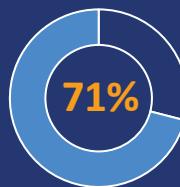


Washington 21st CCLC Spring 2021 Youth Feedback Survey

Youth experience in 21st Century during this extraordinary year was measured by the Washington 21st CCLC Spring 2021 Youth Feedback Survey. The total percentages for each statement were calculated by analyzing how many youth answered. Across the four sites, 71 regular attendees took the survey in Spring 2021. Below, a few statements are highlighted: "There is an afterschool staff member, like a teacher,..."



Who makes learning fun.



Who I enjoy connecting with.



Who helps me feel good about myself.

D. State and local outcomes

Coronavirus Impacts State and Local Testing: Due to the school closures, the state SBAC testing was cancelled in 2020 and postponed in 2021, which is administered in the Spring of each year. The postponed state testing impacted the ability for evaluators and schools to measure proficiency gains in reading and math. Several of NCAC's 21st CCLC Program's measurable outcomes include assessing "increases in academic achievement" in reading and math. Consequently, without any test data results, these outcomes will be measured using local data. Furthermore, the grant also included measuring student behaviors using the Youth Skills and Belief Survey for direct student feedback. Similarly, to state testing the survey was also postponed until Spring 2022. Another scheduled youth feedback survey was the Safe Haven Post Secondary Survey. This survey was provided to participating program youth in grades 9th to 12th. Program experienced low participation and engagement resulting in survey's not being submitted. Additionally, the grant included measuring family members participation and knowledge levels through family member surveys. The family member survey was provided to all participating family members through an online platform. However due to low family member participation and multiple barriers to access and navigate electronic platforms, surveys were not submitted.

We expect to measure academic outcomes that were not available this year during the following program year. However, we are learning that there will be variations in learning loss caused by the school closures and a varying effectiveness of distance learning. We know that students of color and low-income students were disproportionately impacted by the coronavirus and their learning.

Grant Outcomes

These outcomes were measured during the 2020- 2021 program year

Student Performance Outcomes	Target	Actual
K-5 regular attendees will move from not proficient in reading to proficient	65%	73%
K-5 regular attendees will move from not proficient in math to proficient	60%	80%
K-12 regular attendees will increase their reading grades	70%	58%
K-12 regular attendees will increase their math grades	70%	77%
K-5 regular attendees will turn in completed homework on time each day	90%	68%
Five new organizations participate in afterschool and summer programs each year	20	35

Suggested Improvements

Data Collection: RGI recommends evaluator, Site Directors, and Supervisors coordinate a Fall and Spring Academic Data collection meeting to further discuss what data will be available during the upcoming year to track program impact. Due to the corona virus the academic data collection process was disrupted and impacted. With the variation of learning loss it is important to follow the 2021-2022 Logic Model plan and monitor the progress made from Fall 2021 to Spring 2022. Site Supervisors are strongly encouraged to update the model as the year progresses. Furthermore, if significant changes are made to program it is recommended site teams discuss how data will be measured and tracked at the site level.

Family Engagement: It is strongly recommended for programs to begin hosting literacy-based classes/events and surveying family participants at the conclusion of classes/events. Cohort 14 set a goal to increase family member knowledge on how to help their children with homework each year. A second goal established was to increase the educational level of family members who participate in classes/events. This data collection will help staff assess efforts made, successes achieved and continuing need.

Connection to School Building Teachers: It is recommended program review its services for the year and connect with school day teachers. The grant proposed a goal that 90% of K- 5 regular attendees will turn in their homework on time each day. As programs kick off a new year with virtual programming, RGI recommends this become a focus to better support youth and families as they navigate distance learning.

Program Quality: After a year of flexibility regarding Self and External Program Quality Assessments, RGI recommends staff refresh their knowledge on program quality items depending on which assessment will be used in the 2021-2022 program year. Even through virtual programming, best practices can be implemented to maintain the quality of program.

21st CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL: C. 14

NCAC| FACT SHEET | 2020-21

Grandview School District
Toppenish School District

*Produced by RGI Corporation

Grantee Partners

Northwest
Community
Action Center

Grandview
School District

Toppenish
School District

MAP



Operated 4 after school and summer centers in Year 4

Kirkwood Elementary

Lincoln Elementary

Safe Haven
Community Center

Smith Elementary



Student Demographics



Low-income



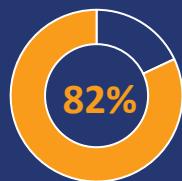
Special Ed.



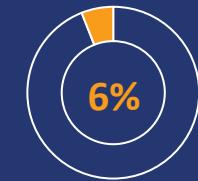
Minority



ELL



Hispanic



Homelessness

Activities

- Literacy
- Science
- Mentoring
- Art & Music
- Physical Activity
- Community Building
- STEM
- Tutoring
- Writing
- Life Skills
- Social Emotional Learning
- Career Exploration

Findings

413 Youth served

Served Youth in grades **K-11**

48% Regular Attending program youth

Met **60%** of Regular Attendee goal

III. Kirkwood Elementary School

A. Summary

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at the Kirkwood Elementary School for the 2020-21 program year, from Summer 2020 to Spring 2021. The program staff, school, participants, and families know this program as Kirkwood and that is how the program will be addressed throughout this report.

The Kirkwood Elementary goal is to provide extended day academic assistance and enrichment activities for 110 youth for 30 or more days annually through the five-year grant. The program also proposed to provide education courses/literacy activities for 50 family members annually.

a. Strengths & Successes

In an end of the year Site Supervisor interview, Site Supervisor Veronica Guizar shared that offering a virtual program was a success. While program was completely stopped after the school shut down, to stop the spread of COVID-19 program was determined to come back in the summer and be prepared to provide a safe learning environment for youth to connect with peers and staff. Having weekly staff meetings every Thursday contributed to having an engaging

program that youth were interested in. In addition, Guizar said, "The attitude of staff was very helpful in establishing a successful virtual program, and I am proud of my staff for exceeding expectations."

"Youth are very resilient and were the motivation for staff to keep on going"

- Site Supervisor Veronica Guizar

A second strength that also became a success was staff establishing a relationship with youth. This was intentionally done by staff to have a low stress program. Guizar mentioned, that establishing connectedness between youth and program, created a ripple effect. Youth's attitudes were positive, and their engagement in program was interactive. When staff saw youth's response to program Guizar shared that staff were motivated to keep on going.

Lastly, a program strength that has made program successful was program being persistent and offering family programming. Guizar shared, that family support was much more evident this year than in previous years. Families were involved with program and that showed that program was engaging. Guizar also mentioned that one of the reasons family engagement was a success was because program was offered virtually. According to Guizer, offering family engagement virtually allowed program to be flexible. Virtual family engagement also allowed more families to participate because program was accessible even if program was later in the evening.

b. Challenges & Barriers

As many programs experienced across Washington state and the U.S., the largest barrier to program operations was the COVID-19 global pandemic, which caused a school shutdown in Spring of 2020 and constant school schedule changes in the Fall of 2020. As a result of the school shutdown and not knowing when school would resume in-person, the Kirkwood 21st Century Community Learning Center was operated virtually using online platforms for the 2020-2021 program year. This decision was made in order to stop and minimize the spread of COVID-19.

Kirkwood Elementary School

Site Supervisor Guizar also shared professional development to be a challenge. She expressed that some of her staff were not receiving professional development training specifically in virtual engagement and remote learning. To support staff, Guizar took on the role of a trainer and provided staff with the learning knowledge they needed. Consequently, staff did not have the technology to provide virtual programming and once this was resolved, when staff worked remotely from home, Guizar was unable to provide technical support if staff ran into difficulties.

Another challenge that surfaced was recruitment. Due to remote learning, Kirkwood Elementary was offering an A and B schedule. Once youth were done with their regular school day, connecting to program was sometimes a stressor for youth due to being online for extended periods of time. Additionally, the motivation of some youth to participate in program was low. Guizar noticed that although program recruited, attendance was low. Youth were experiencing many emotional challenges at home because of COVID. In response staff continued to extend the invitation to youth in hope of providing a fun learning environment to minimize youth stress.

c. Recommendations and Next Steps

As the fourth year concludes, RGI recommends the Kirkwood Program to refresh their knowledge in program quality through the David P. Weikart Center. Program should continue to use best practices during virtual facilitation using either the Weikart School-Age or the Social and Emotional Learning Program Tool. Implementing these practices even through a virtual program is fundamental to continue and improve the quality of program. A more detailed recommendation and a list of resources are provided in the Appendix.

IV. Program Overview

A. Theory of Change

The grant proposed to serve youth and family academic and enrichment needs in reading and math through academic, enrichment and tutorial activities and services, with additional services to support the whole student.

B. Logic Model

With the newly implemented 2020 Evaluation Guidelines, Logic Models are required to be created annually and for each individual center. Due to the COVID-19 pandemic, schools were shutdown. To create the model for the 2020-2021 program year, one Zoom meeting was held in July 2020 with RGI, the Program Director, and Program Site Supervisor. The meeting focused on the 2020-21 year during COVID-19. During the meeting the 2020-21 Logic Model was developed detailing what the programs plans were for the year. A second meeting was held in March 2021 to discuss changes made for the current Logic Model. During this second meeting, the 2021-2022 Logic Model was also developed. The upcoming 2021-22 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 upcoming year. The template used for the model was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21st CCLC programs. Full 2020-21 and 2021-22 Logic Models are 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, even with the challenges of virtual programming. The following was found:

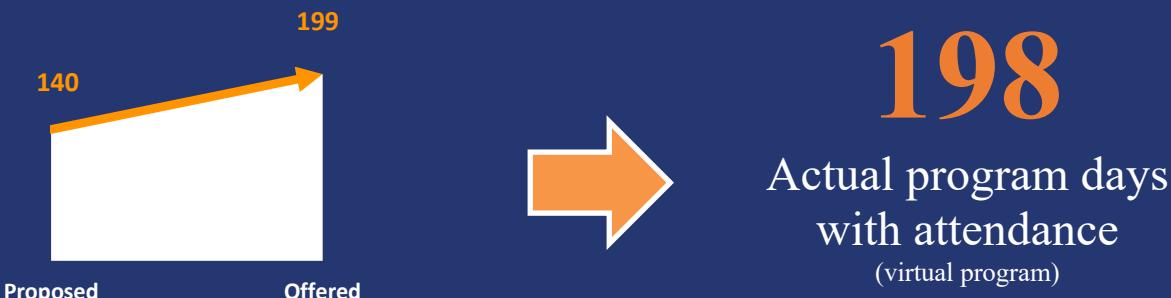
a. Operations

Summer 2020 Program: The program year began with a summer session on June 15, running for 43 days until August 14, 2020. Summer program was held virtually and operated Monday through Friday for a total of 16 hours a week. In the grant application, a four-week summer program, operating for five days per week, was proposed. This resulted in a goal of hosting 20 days of summer program, which exceeded and met.

School Year 2020-21 Program: The school year program operated virtually for 156 days Monday through Friday beginning September 9, 2020 and ending June 3, 2021. During that time, the program operated before school from 7:30 – 8:15 am and after school from 3:30 to 5:00 pm, for a total of 10 hours per week. The program proposed to offer program four days per week for 30 weeks during the school year, totaling 120 days for program. Through virtual programming the Kirkwood 21st Century Program met **130%** of the grant goal. Below is a chart displaying the overall days proposed for Summer and School Year and overall days offered at the site.

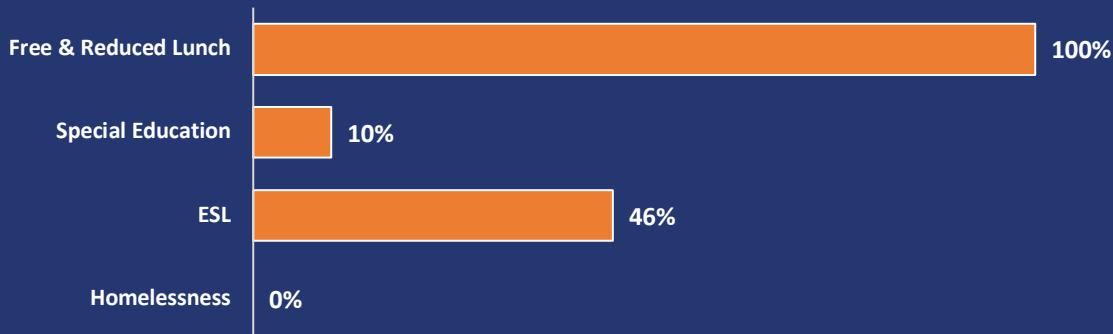
Available Program Days

Summer & School Year



b. Serving the Target Population

Population Served Demographics



Recruitment & Retention: This year the primary recruitment strategy was reaching out to youth who participated in 21st Century the previous year prior to the school shutdown. The goal was to reach out to former 21st Century youth and register them for the Summer Program. When the school year began, program created a Google Form for all Kirkwood Elementary youth, asking if they were interested in program. As a result of these recruitment strategies, program had more youth participating and encouraged youth to invite friends to 21st Century.

Additionally, Kirkwood partnered with the Wildcat Academy to provide academic support to youth who were tier 3. Through this partnership the Kirkwood 21st Century program was able to increase program enrollment and participation.

Site Supervisor Guizar expressed that even though program enrollment increased, some youth were just not motivated to participate. This was directly correlated to everything youth were experiencing at home due to COVID-19.

c. Activities

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

Summer Activities offered:

Arts & Music	Social Emotional Learning	Math & Literacy	Writing	STEM
4th of July Windsock Bird Houses Water Color Painting Listen & Draw Origami Fortune Teller Popsicle Picture Frames Towel Tie Dye	Breathing Excercise Making Calming Techniques SEL Board Game	Unicorn & Horse Read Aloud & Horse Craft ABC Bingo Brown Bear Aloud Context Clue Activity Kahoot Scavenger Hunt Read Aloud Math Kahoot Race to 100 Marshmallow Geometry	Cheerios Name Writing Rainbow Initial Writing	Catapults Chaos Mountain STEM Kit Dice Bingo & Butterfly Cycle Roll a Minion & Sunflower Cycle Sunflower Planting

School Year Activities offered:

Arts & Music	Life Skills & SEL	Literacy	Community Building	STEM
3D Pumpkins Dream Catchers 3D Hand Drawing Puppets Spider Web Art Drawing Animals Video 3D Lion Pig Snowflake Bear Pattern	Health & Nutrition SNAP Health & Nutriton Empathy Activity All about me Icebreakers Traits Gratitude Journal Internet Safety Virtual Escape Room Team Building	Abstract Names Find It Kahoot Mind Works:Busted Rainbow Names Sight Words Predictions for book Book Study Multiplication Color by Money Counting	Show & Tell Live Community Collaboration Pinata making Class Reflection Parent & Youth Calls	Vup Porject Catapult Building using Spaghetti Pumpkin Cycle Ckoud Dough Bubbling Volcano Dancing Rice Icy Delivery Leaf Glider Plastic Flowers

d. Transportation

The 21st Century Program was held virtually during the 2020-2021 school year; therefore, no transportation was necessary.

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 felt it was not appropriate to require Program Quality Assessments for the 2020-2021 program year.

After analyzing the program requirements and taking into consideration the current program status, the Northwest Community Action Center decided to move forward without a self and external assessment for the 2020-21 program year. Instead, the 21st Century Kirkwood Program focused on implementing virtual engaging quality practices. Program staff participated in the required Pathways to Quality Community of Practice Meeting Series provided by the David P. Weikart Center to better understand program quality and implementation within virtual setting.

VI. Outcome Evaluation Plan & Results

A. Outcome Evaluation Plan

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

B. Outcome Evaluation Results

The goal for the number of students to be regularly served at this after-school site was 110 youth. OSPI has defined that youth “regularly served” attend program for 30 days or more. This

Kirkwood Elementary School

definition is based on research concluding that youth gain more academically if they attend more than 30 days in after-school programs.

a. Attendance

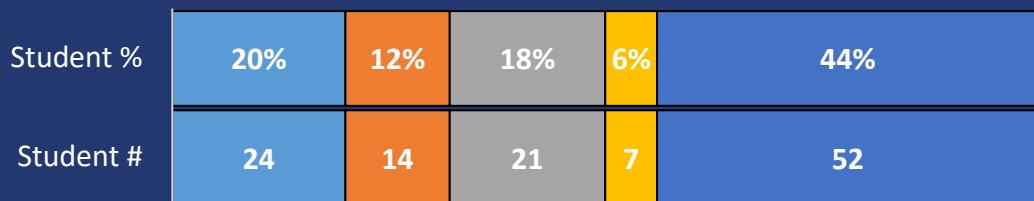
Youth Participation Levels Program-wide

Total Served: 118

Total 30+ days: 80

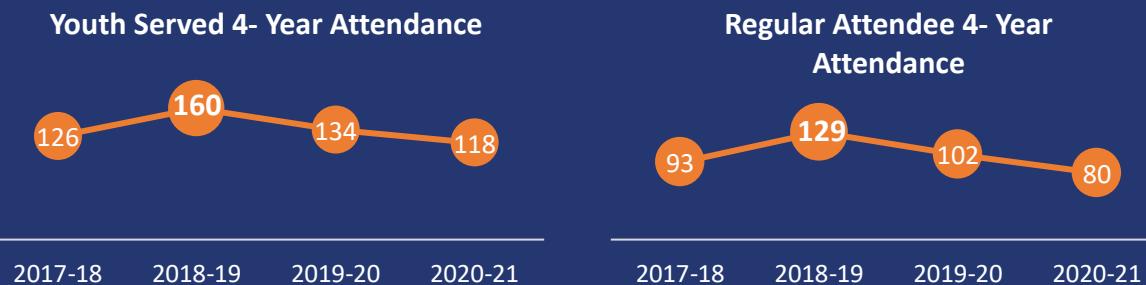
Goal: 110

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



The corona virus impacted how the afterschool center operated. The center turned to virtual programming to offer academic enrichment activities. Although the center operated the lasting impact of online learning access was detrimental. Kirkwood experienced low participation and retention numbers. Most of the attendance was in the 90-day range. Regular attendees accounted for 68% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

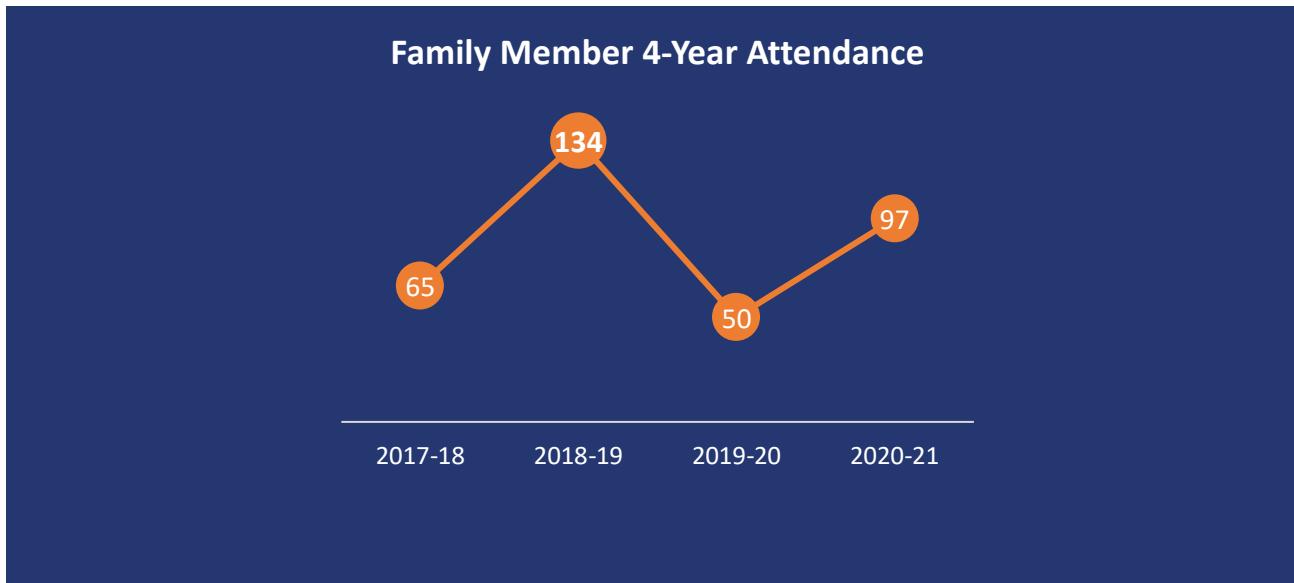
Below is a review of the total youth and regular attendees served over the last 4 years.



Family Members Served Program Grant Wide (Goal*50)

Served 97 Family Members

This year the Kirkwood Program held thirteen family events. These events included: cookie decorating & children books, pinata making, virtual family cookie decorating, various material distribution activities, and student and family registrations along with phone calls. A total of 97 family members were served. Below is a review of the total family members served over the last 4 years of the grant.



b. Academic Achievement

Due to the school closures, the state SBAC testing was cancelled in 2020 and postponed in 2021, which is administered in the Spring of each year. The postponed state testing impacted the ability for evaluators and schools to measure proficiency gains in reading and math. Several of NCAC's 21st CCLC Program's measurable outcomes include assessing "increases in academic achievement" in reading and math. Consequently, without any test data results, these outcomes were measured using local data. Furthermore, the grant also included measuring student behaviors using the Youth Skills and Belief Survey for direct student feedback. Similarly, to state testing the survey was also postponed until Spring 2022. Additionally, the grant included measuring family members participation and knowledge levels through family member surveys. Although the survey was provided to families, no data was submitted on behalf of participating family members.

School closures on March 13, 2020 created lasting effects for program implementation. This prevented the Kirkwood afterschool program from meeting their attendance targets and academic goals for students and parents. We expect to measure academic outcomes that were not available this year during the following program year. However, we are learning that there will be variations in learning loss caused by the school closures and a varying effectiveness of distance learning. We know that students of color and low-income students were disproportionately impacted by the coronavirus and their learning. The achievement of these student performance outcomes and goals are illustrated below on the Grant Outcomes Table.

Grant Outcomes

These outcomes were measured during the 2020- 2021 program year

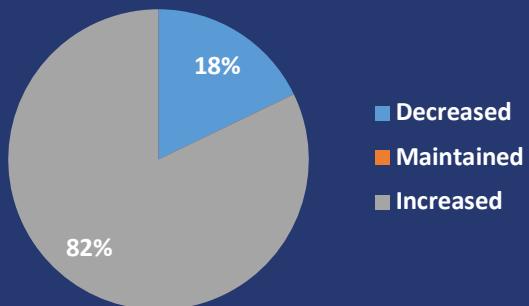
Student Performance Outcomes	Target	Cohort Average	Kirkwood
K-5 regular attendees will move from not proficient in reading to proficient	65%	73%	82%
K-5 regular attendees will move from not proficient in math to proficient	60%	80%	74%
K-12 regular attendees will increase their reading grades	70%	58%	63%
K-12 regular attendees will increase their math grades	70%	77%	63%
K-5 regular attendees will turn in completed homework on time each day	90%	68%	68%
Five new organizations participate in afterschool and summer programs each year	20	35	15

Local Academic Data:

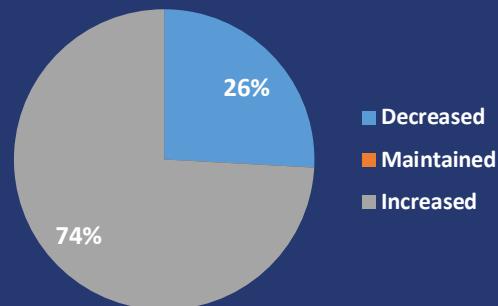
RGI Corporation utilized data results for students who attended the program 30 days or more to demonstrate the research that attending a program for 30 days or more has more impact on youth. RGI reviewed two academic measures to assess the program's impact on student academic achievement. In working with the school to identify appropriate measures to assess student academic gains, the program selected to use **iReady Overall** and **iReady Vocabulary and Number Sense** scores for reading and math.

The Kirkwood Program submitted iReady Overall Assessment reading and math scores using Fall 2020 and Spring 2021 data. This included reviewing overall assessment data for 56 youth in reading and 58 youth in math. The following charts illustrate these reading and math academic findings:

Overall iReady Reading Scores

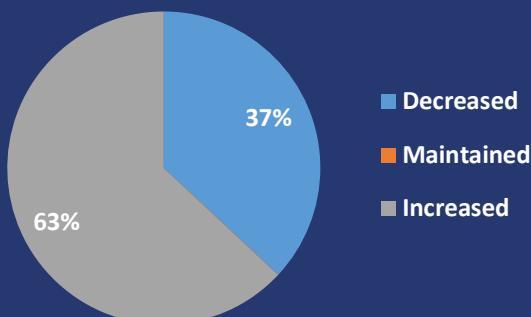


Overall iReady Math Scores

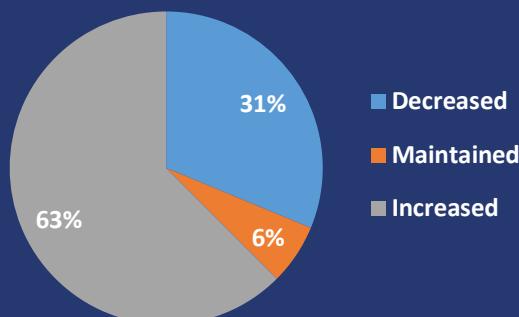


Data was also collected for specific skills tested within iReady assessments. This was used to give a sense of academic achievement in subject-specific skills. RGI reviewed 46 scores for Vocabulary and 48 youth scores for Number Sense. The following charts illustrate these reading and math academic findings for regular attending youth:

63% of Youth Increased Vocabulary Scores



63% of Youth Increased Number Sense Scores



a. Student Behaviors and Attitudes

Washington 21st CCLC Spring 2021 Youth Feedback Survey:

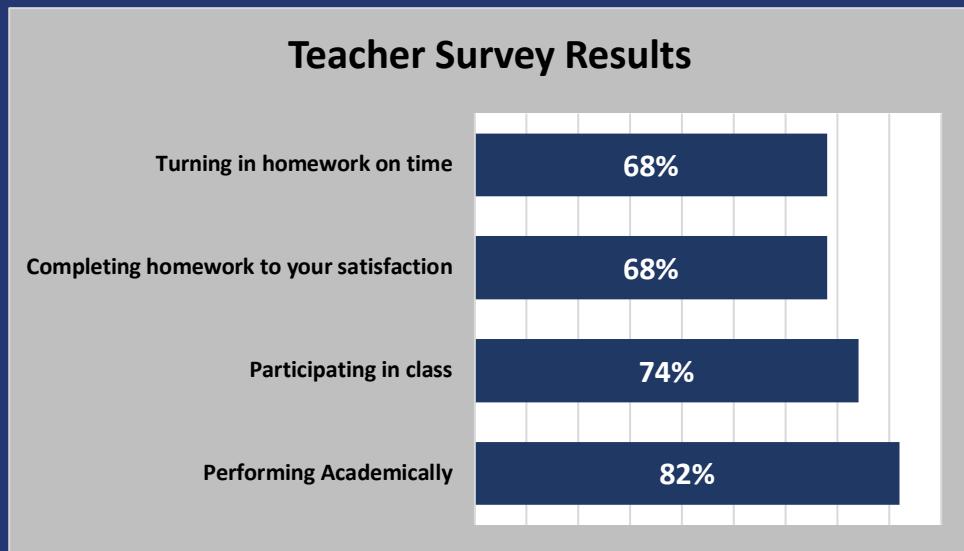
A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to “*Improve participants’ behavior and life skills development*”. The Kirkwood program staff administered the Washington 21st CCLC Spring 2021 Youth feedback Survey developed by the Washington State 21st CCLC Evaluators, American Institutes for Research. This survey measured youth experience in 21st Century during a pandemic. At the Kirkwood Elementary program, 29 regular attendees took the survey in Spring 2021.

Program Scale	Scale Statement: <i>There is an afterschool staff member, like a teacher, ...</i>	Percentage of youth who answered Completely true
		2020-21 N=29
Experience in 21 st Century (retrospective)	<i>Who makes learning fun</i>	83%
	<i>Who helps me feel good about myself</i>	69%
	<i>Who I enjoy connecting with</i>	66%
	<i>Who helps me when I have a problem</i>	62%

Kirkwood Elementary School

Teacher Survey:

Teacher Surveys were administered to regular attending youth to measure improvement in class participation, homework submission, homework completion and academic performance. This year, 37 surveys were collected from the Kirkwood Elementary program. The largest improvement recognized by the school day teachers over the year was performing academically and class participation. The results are displayed in the following chart:



c. Community Collaborations

Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	International Paper Company, First Books Market Place, Dr. Lorrell, ESD 105 Hours of Code Project, Jayla Colindres	\$10,382.50
Donated Materials	Yakima Valley Farm Workers Clinic, First Books Market Place, Central Washington Fair Association, Childcare Aware, Cindy Goodin Treats, Toppenish School District, Legends Casino, Elizabeth Ramos, Jayla Colindres, CARES Grant, Saul Guizar	\$15,649.50
Volunteers & Staffing	SNAP Education	\$400.00
Other	Toppenish School District	\$300.00
Total Contributions for the 2020-21 year		\$26,732.00

VII. Appendix**A. Program Recommendations**

Family Engagement Services: It is strongly recommended the Kirkwood Program continue to offer family engagement services. Through family engagement classes/events, family members would increase education levels. RGI recommends partnering with the school to offer more opportunities for family members to participate in their youth's academic achievement. This need has increased with the global pandemic, so partnerships are essential for staff to have available to provide support as needed. Beyond providing these services, collecting, and entering data should be a priority as much as tracking youth attendance. Without storing that data, it prevents reflection later in the year and for required reporting purposes.

Partnerships: One of the grant objectives is to increase the number of 5 new partnerships each year for both afterschool and summer program. The goal of this is to work towards sustaining the program after the grant ends. Now is also the time to brainstorm as a team for what partnerships could begin to serve all members of a household through distant learning.

Program Quality: The Kirkwood program is recommended to continue implementing best practices using either the School Age PQA Tool or the Social Emotional Learning Tool. Through virtual programming or in-person learning, program should strive to continue the cycle of improvement. Program staff should attend, PQA Basics as well as continue participating in the Quality to Pathways Series- Foundational Practices, Continuous Quality Improvement, or Deepening Practice.

Program Time: The request for proposals for the 21st CCLC program grants expects specific hours, days and weeks of program to be offered. With the school shutdown, moving to a virtual space and working to provide youth a balance of screen time in the new school year, these specific hours may not be achievable. RGI recommends for program to make efforts to provide programming for as much of the program hours as possible, whether through live meetings, videos, or self-directed activities.

Staff Goals: To support staff development and program quality, it is recommended the staff continue with consistency. Considering the new OSPI guidelines, RGI Corporation recommends staff use the 2021-22 Logic Model along with YPQA goals to reflect on desired objectives and if the current practices are helping staff achieve them. It is also recommended that professional development opportunities begin to include more of the program staff team, alongside the Site Supervisor. This allows for networking and growth opportunities.

It is recommended for the Site Supervisors 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 youth's academic skills and learning.

- The Expanded Learning & Afterschool Project: <https://www.expandinglearning.org/expandingminds>
- National Girls Collaborative Project: <https://ngcproject.org/>
- Mathematics at home Newsletter:
<https://content.govdelivery.com/accounts/WAOSPI/bulletins/2d7ca65>

COVID-19 Resources

- The Forum for Youth Investment: <https://forumfyi.org/covid-19-resources-from-the-field/>
- Emergency Absence Rule:
https://www.k12.wa.us/sites/default/files/public/bulletinsmemos/bulletins2020/B064-20_Emergency_Absence_20Rule_.pdf

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

- Toolkit of Resources for Engaging Families and the Community as Partners

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: <https://y4y.ed.gov/>
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Program Quality: Resources to support staff as they work individually and together to incorporate their goals and action plans for improvement into their programs.

- David P. Weikart Center for Youth Program Quality: <https://forumfyi.org/events/>
- Pathways to Quality Series:
 - Foundational Practices
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Social Emotional Supports:

- kid-grit: <https://www.kid-grit.com/>
- CASEL: <https://casel.org/weekly-webinars/>
- Equity and SEL: <https://schoolguide.casel.org/what-is-sel/equity-and-sel/>
- Turnaround For Children – Three R's: <https://turnaroundusa.org/wp-content/uploads/2020/04/Turnaround-for-Children-Three-Rs-EdNx.pdf>

C. Center-based Logic Model

2020-2021 Logic Model- Kirkwood Elementary School

Program Year	Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
			Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
2020-2021	<p>Due to online distant learning youth are having less academic conversations.</p> <p>Program participants are not engaged in reading and writing during Virtual Program.</p> <p>Kirkwood Elementary is focused on training staff to improve youth engagement and participation strategies to reinforce academic learning.</p>	<p>Develop and improve engaging teaching strategies for staff to keep program participants engaged in academic conversations</p> <p>Youth will complete one story by working collaboratively with peers</p>	<p>Technology- Google Classroom and Google Meets</p> <p>Program Staff</p> <p>Materials-notebooks, pencils, pens, and writing material, playdough, books</p> <p>Funding</p> <p>Write Brain Curriculum</p> <p>Training</p> <p>NCAC Program Directors</p> <p>Site Supervisor</p>	<p>Program will provide all youth K-5th grade opportunities to create a story: Playdough Writing, Read A Loud, Listen and Draw/Write</p> <p>Program will provide all youth K-5 grade opportunities to reflect on a book they have read and complete an art craft: water painting, coloring, drawing, etc.</p> <p>Site Supervisor will train program staff by modeling strategies.</p> <p>Site Supervisor provides staff surveys.</p>	<p>Staff will target all program youth once a week during virtual program one hour per grade level to create a story.</p> <p>K-5 grade youth who finish a book will reflect and create an art craft based on what they have learned from the story.</p> <p>Site Supervisor and Staff will meet weekly on Monday for one hour where they will learn engaging teaching strategies and apply them to program.</p> <p>All staff will take and respond to the yearly staff survey.</p>	<p>Youth will engage in program and see their finished product by having a completed story.</p> <p>Staff will see 50% youth impact via youth reflection time.</p> <p>All youth will attend and participate in program by sharing their thoughts and asking questions.</p>

2021-2022 Logic Model- Kirkwood 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>Research shows that family involvement in afterschool programming can have a positive impact on youth development. As a result of remote school learning, staff noticed that family/ parent involvement needs to be increased. Program has offered family engagement activities; however, program will strive to provide meaningful programming to spark more family participation. Program will also develop effective collaborative partnerships in effort to increase the ability of meeting the needs of families.</p>	<p>Sustain parent/family programming</p> <p>Provide parent/family offerings that are meaningful</p> <p>Improve quality Improvement</p>	<p>Partnerships:</p> <ul style="list-style-type: none"> Toppenish Public Library Online Library Block Grant Kirkwood School Library NCAC ESL Program YVCC ESL Program Scholastics Market Place 21st CCLC Funding Write Brain Mind Works 21st CCLC Program Staff Kirkwood School Staff NCAC Director Supplies: Books Wordless books Journals Kits 	<p>Program Staff participate in creating a newsletter monthly. Newsletter will communicate upcoming activities, program updates, accomplishments, and provide reminders.</p> <p>Program offers quarterly one-hour family activities around literacy.</p> <p>Program offers a family programming event ‘Know how to get a library card’.</p> <p>Program offers a youth/ family activity ‘Read a book together’.</p> <p>Program will survey all participating families to gain program quality feedback.</p>	<p>Families and youth who receive the newsletter are aware of what the 21st CCLC Program is doing. Families participate in programming more often.</p> <p>Family members who participate in literacy activities gain awareness of how to better support their youth. Families also learn about community resources that can further support their literacy goals.</p> <p>Target families who participate in the event are able to access books and get a library card.</p> <p>Target families who participate will read to their youth more often. Youth will feel a sense of connectedness with their parent/ family.</p> <p>Families who are surveyed will feel confident in expressing their needs and or interests. Program staff will learn how to better support families and improve.</p>	<p>Increased parent/ family awareness of both school and after school activities.</p> <p>Increased family literacy support- all families will be connected and be aware of literacy resources.</p> <p>70% increase in parent/ family involvement in both school and after school activities.</p> <p>70% of parent/ families reported feeling confident in communicating with program staff.</p>

III. Lincoln Elementary School

A. Summary

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at the Lincoln Elementary School for the 2020-21 program year, from Summer 2020 to Spring 2021. The program staff, school, participants, and families know this program as Lincoln and that is how the program will be addressed throughout this report.

The Lincoln Elementary goal is to provide extended day academic assistance and enrichment activities for 80 youth for 30 or more days annually through the five-year grant. The program also proposed to provide education courses/literacy activities for 40 family members annually.

a. Strengths & Successes

In an end of the year survey, Site Supervisor Jovita Hurtado mentioned the implementation of Social Emotional Learning in program was a success. In year two of the grant Hurtado spoke with youth about emotions and building emotional awareness. Moving into year three, program added a journaling component to SEL, which youth responded to very well. In year four program continued to build on SEL by adding community circles and activities about the importance of emotion awareness. As a result of continuing to build on SEL and implementing different activities, staff learned that they were able to empower youth. Incorporating SEL provided youth the sense of belonging to program and that was a contributing factor of why implementing SEL was a success.

"By incorporating SEL, youth learned about emotions, strong feelings, and how to handle conflict by engaging in games and role play"

- Site Supervisor Jovita Hurtado

A second success mentioned, was the participation and involvement of families in program. Hurtado express that in a non-regular program year, the attendance was impressive. Many families picked up learning material weekly. Additionally, Hurtado shared that many families felt comfortable reaching out to program for non-program questions regarding the regular school day. Program saw this as evidence of families having trust and feeling supported by 21st Century staff.

Lastly, the relationships built with youth and families was strong and this was one of the most meaningful successes of the year. Site Supervisor Hurtado expressed that the relationships built were meaningful and significant because program was a safety net and resource for families during the pandemic.

b. Challenges & Barriers

As many programs experienced across Washington state and the U.S., the largest barrier to program operations was the COVID-19 global pandemic, which caused a school shutdown in Spring of 2020 and constant school schedule changes in the 2020-2021 school year. As a result of the school shutdown and not knowing when school would resume in-person, the Lincoln 21st Century Community Learning Center was operated virtually using online platforms for the 2020-2021 program year. This decision was made in order to stop and minimize the spread of COVID-19.

Another major barrier that the Lincoln program experienced was having to deal with many changes regarding the regular school day schedule. A longer school day and extensive time of virtual learning caused a great deal of screen fatigue. Many students did not attend the Google

Meets for that same reason. To add on, program was also dealing with recruitment challenges. One of the barriers was that due to program being online and virtual, program did not have the means to get registration forms out to youth.

When school resumed to in-person learning, program was faced with another challenge. Once youth were provided with the registration forms, many were not returning the paperwork. As a direct result, program knew that participation in program was going to be much lower than what was anticipated.

c. Recommendations and Next Steps

As the fourth year concludes, RGI recommends the Lincoln Program to refresh their knowledge in program quality through the David P. Weikart Center. Program should continue to use best practices during virtual facilitation or in-person using either the Weikart School-Age or the Social and Emotional Learning Program Tool. Implementing these practices even through a virtual program is fundamental to continue and improve the quality of program. A more detailed recommendation and a list of resources are provided in the Appendix.

IV. Program Overview

A. Theory of Change

The grant proposed to serve youth and family academic and enrichment needs in reading and math through academic, enrichment and tutorial activities and services, with additional services to support the whole student.

B. Logic Model

With the newly implemented 2020 Evaluation Guidelines, Logic Models are required to be created annually and for each individual center. Due to the COVID-19 pandemic, schools were shutdown. To create the model for the 2020-2021 program year, one Zoom meeting was held in July 2020 with RGI, the Program Director, and Program Site Supervisor. The meeting focused on the 2020-21 year during COVID-19. During the meeting the 2020-21 Logic Model was developed detailing what the programs plans were for the year. A second meeting was held in April 2021 to discuss changes made for the current Logic Model. During this second meeting, the 2021-2022 Logic Model was also developed. The upcoming 2021-22 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 upcoming year. The template used for the model was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21st CCLC programs. Full 2020-21 and 2021-22 Logic Models are 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, even with the challenges of virtual programming. The following was found:

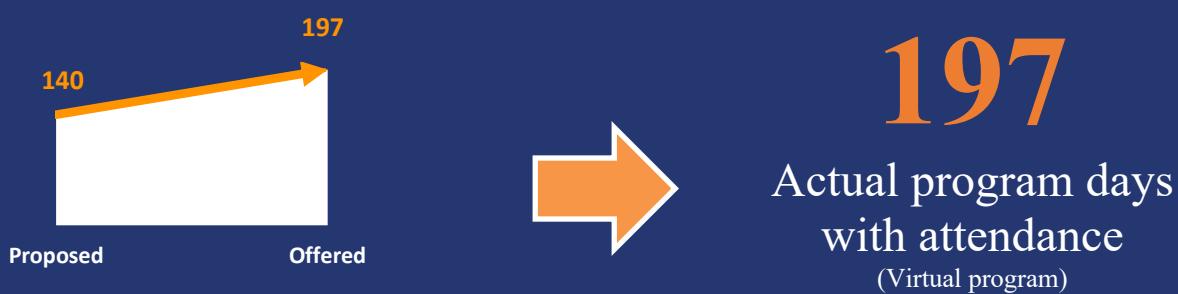
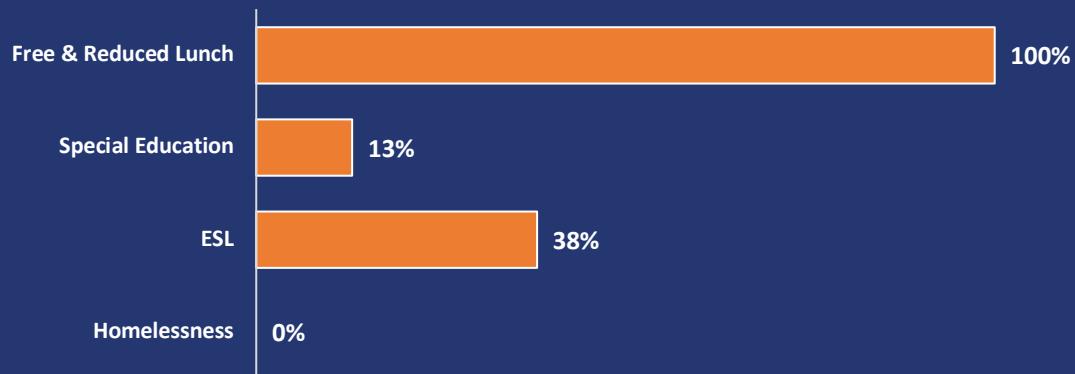
a. Operations

Summer 2020 Program: The program year began with a summer session on June 22, running for 37 days until August 20, 2020. Summer program was held virtually and operated Monday through Friday for a total of 12 hours a week. In the grant application, a four-week summer program, was proposed. This resulted in a goal of hosting 20 days of summer program, which was exceeded and met.

School Year 2020-21 Program: The school year program operated virtually for 160 days Monday through Friday beginning September 14, 2020 and ending June 10, 2021. During that time, the program operated before school from 7:30 – 8:00 am and after school from 3:30 to 6:00 pm, for a total of 12 hours and 30 minutes per week. The program proposed to offer program four days per week for 30 weeks during the school year, totaling 120 days for program. Through virtual programming the Lincoln 21st Century Program met **133%** of the grant goal. Below is a chart displaying the overall days proposed during the Summer and School Year program and days offered at the site.

Available Program Days

Summer & School Year

**b. Serving the Target Population****Population Served Demographics**

Recruitment & Retention: This year program focused on recruiting former 21st Century youth. Program staff called these specific students to recruit for Summer Program. Additionally,

Lincoln Elementary School

program depended on teacher referrals to serve youth who needed additional academic support. The Lincoln program also extended an arts and craft extension to the Friday academic retrieval students.

Another form of recruitment was word of mouth between youth and friends or families. During the year program was able to serve 3 youth who were recruited by participating families. The families expressed the opportunities program gave their youth and shared these opportunities with other families they knew of needing support.

c. Activities

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

Summer Activities offered:

Arts & Music	Academics	Literacy	Project Development	STEM
Calming Jar Origami Painting Contest Painting/ M&M Discoloration Papier Mache	Color by Number Learning Kit	Mad Libs Word Search Literacy Alphabet Connect the Dots	Summer Project Planning	Chemical Reactions Confetti Poppers Filtering Water Keep the Boat Afloat Lava Lamp Making a Maze Math Puzzle Nebula in a Jar Popsicle Bridge Sink or Float Trash Tower Zipline

School Year Activities offered:

Arts & Music	Life Skills	Literacy	Physical Activity	STEM
Art Project February Arts & Crafts Day, Friends, Family Ghost Craft Leaf Drawing March Art October Craft Painting Turkey Craft Rock Painting Scarecrow Craft Winter Crafts Wildcat Academy Art	Typing Session Food & Cooking Geography Planting Playing Safe Safety SEL Self Regulation Wildcat Academy	Character Trivia Important People & Events Inferencing Letter/ Sound Recognition Making Predictions Read Aloud Show & Tell Why do Chameleons Change Color Writing or Drawing a Story	Physical Activity (Yoga, Workout Routines, Zumba) Youth Dance Group	Dr. Binocs Science Home Depot Kit Adding & Subtracting Weather/ Life Science Mind Works Spider Craft Wildcat Academy Art

d. Transportation

The 21st Century Program was held virtually during the 2020-2021 school year; therefore, no transportation was necessary.

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 felt it was not appropriate to require Program Quality Assessments for the 2020-2021 program year.

After analyzing the program requirements and taking into consideration the current program status, the Northwest Community Action Center decided to move forward without a self and external assessment for the 2020-21 program year. Instead, the 21st Century Lincoln Program focused on implementing virtual engaging quality practices. Program staff participated in the required Pathways to Quality Community of Practice Meeting Series provided by the David P. Weikart Center to better understand program quality and implementation within virtual setting.

VI. Outcome Evaluation Plan & Results**A. Outcome Evaluation Plan**

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

B. Outcome Evaluation Results

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

a. Attendance*Youth Participation Levels Program-wide*

Total Served: 103

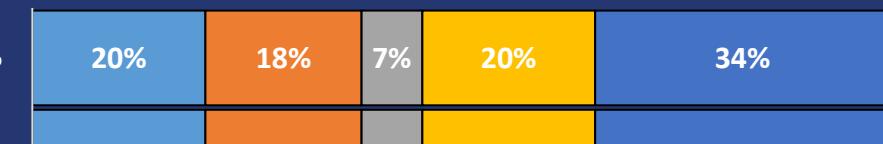
Total 30+ days: 63

Goal: 80



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

Student %



Student #



The corona virus impacted how the afterschool center operated. The center turned to virtual programming to offer academic enrichment activities. Although the center operated the lasting impact of online learning access was detrimental. Lincoln experienced low participation and retention numbers. Most of the attendance was in the 90-day range. Regular attendees

Lincoln Elementary School

accounted for 61% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

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



Family Members Served Program Grant Wide (Goal*40)

Served 98 Family Members

This year the Lincoln Program held fifteen family events. These events included: Cookie and Home Depot Workshop Kit Pick-up, Cookie Decorating Family Night, Dental Kit, Family Game Night, Painting Family Night, Parent Information and Learning Kit Pick-up, PEBT, Snake Bubbles, Family Activity, Spring Break Pick-up (Easter eggs, SEL, and Reading), Story Time Family Night, Winter Cookie Decorating Family Night. A total of 98 family members were served. Below is a review of the total family members served over the last 4 years of the grant.

Family Member 4-Year Attendance



b. Academic Achievement

Due to the school closures, the state SBAC testing was cancelled in 2020 and postponed in 2021, which is administered in the Spring of each year. The postponed state testing impacted the ability for evaluators and schools to measure proficiency gains in reading and math. Several of NCAC's 21st CCLC Program's measurable outcomes include assessing "increases in academic achievement" in reading and math. Consequently, without any test data results, these outcomes were measured using local data. Furthermore, the grant also included measuring **student behaviors** using the Youth Skills and Belief Survey for direct student feedback. A second survey proposed to measure academic behaviors of youth in grades Kinder- 6th. The survey was targeting teachers of regular attending youth. Due to virtual programming, site staff were unable to carry out the survey. Similarly, to state testing the survey was also postponed until Spring 2022. Additionally, the grant included measuring **family members participation** and **knowledge levels** through family member surveys. Although the survey was provided to families, no data was submitted on behalf of participating family members.

School closures on March 13, 2020 created lasting effects for program implementation. This prevented the Lincoln afterschool program from meeting their attendance targets and academic goals for students and parents. The achievement of these student performance outcomes and goals are illustrated below on the Grant Outcomes Table.

Grant Outcomes

These outcomes were measured during the 2020- 2021 program year

Student Performance Outcomes	Target	Cohort Average	Lincoln
K-5 regular attendees will move from not proficient in reading to proficient	65%	73%	86%
K-5 regular attendees will move from not proficient in math to proficient	60%	80%	86%
K-12 regular attendees will increase their reading grades	70%	58%	65%
K-12 regular attendees will increase their math grades	70%	77%	84%
Five new organizations participate in afterschool and summer programs each year	20	35	13

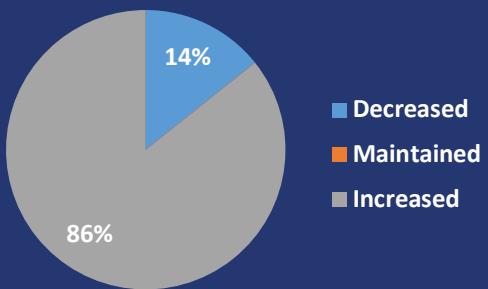
Local Academic Data:

RGI Corporation utilized data results for students who attended the program 30 days or more to demonstrate the research that attending a program for 30 days or more has more impact on youth. RGI reviewed two academic measures to assess the program's impact on student academic achievement. In working with the school to identify appropriate measures to assess student academic gains, the program selected to use **iReady Overall** and **iReady Vocabulary and Number Sense** scores for reading and math.

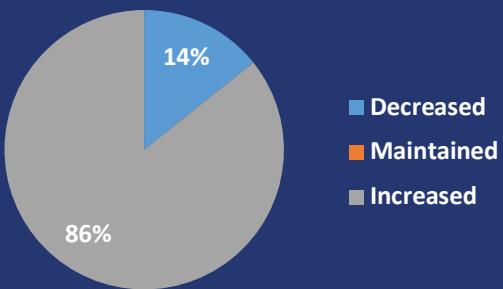
Lincoln Elementary School

The Lincoln Program submitted iReady Overall Assessment reading and math scores using Fall 2020 and Spring 2021 data. This included reviewing overall assessment data for 63 youth in both reading and math. The following charts illustrate these reading and math academic findings:

Overall Reading Scores

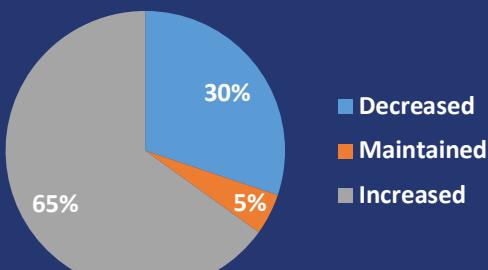


Overall Math Scores

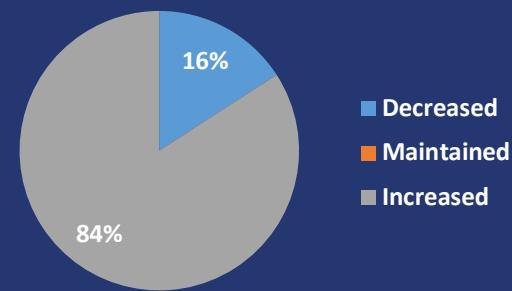


Data was also collected for specific skills tested in the iReady assessments. This was used to give a sense of academic achievement in subject-specific skills. RGI reviewed 63 scores for both math Number Sense and reading Vocabulary scores. The following charts illustrate these reading and math academic findings:

Vocabulary Scores



Number Sense Scores



c. Student Behaviors and Attitudes

Washington 21st CCLC Spring 2021 Youth Feedback Survey:

A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to “*Improve participants’ behavior and life skills development*”. The Lincoln program staff administered the Washington 21st CCLC Spring 2021 Youth feedback Survey developed by the Washington State 21st CCLC Evaluators, American Institutes for Research. This survey measured youth experience in 21st Century during a pandemic. At the Lincoln Elementary program, 18 regular attendees took the survey in Spring 2021.

Program Scale	Scale Statement: <i>There is an afterschool staff member, like a teacher, ...</i>	Percentage of youth who answered Completely true
		2020-21 N=18
Experience in 21st Century (retrospective)	<i>Who makes learning fun</i>	100%
	<i>Who I enjoy connecting with</i>	80%
	<i>Who helps me feel good about myself</i>	56%
	<i>Who helps me when I have a problem</i>	44%

Teacher Survey:

The RGI evaluator recognizes that there are certain limitations of data when attempting to convey a program's success or failure during a regular program year. Consequently, these limitations expand when programs are dealing with a pandemic and all the barriers this may bring. As a result, the Lincoln program did not submit teacher surveys for the 2020-2021 program year.

d. Family Engagement

Family Survey:

A family survey was provided to program staff with the purpose to measure the level of services being provided to the parents and other family members of the youth participants. Family surveys were not submitted on behalf of the Lincoln program therefore no data was available to review family services and educational development of family members who participated in events.

e. Community Collaborations

Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	Youth Dance Program, Karen Montes	\$4,650.00
Donated Materials	Nelson Quality Produce, Fairgrounds, Iris Grant (Parent), Home Depot, First book Market Place, Yakima Valley Farm Workers Clinic, Dr. Greg Norell, International Paper Company, Cindy Goodin	\$19,510.60
Volunteers & Staffing	Childcare Aware, CARES Act, First Book Market Place	\$10,309.00
Other	-	-
Total Contributions for the 2020-21 year		\$34,469.60

VII. Appendix**A. Program Recommendations**

Data Collection: Collecting the various pieces of data – attendance, demographic, academic, etc. is a large part of fulfilling the grant requirements. This practice has had to be adapted over the year to fit virtual program needs. Staff should ask each other – what do they want to know at the end of this year? How can they use data gathered? What objectives could showcase the impact program has had on regular attending students?

Family Engagement Services: It is strongly recommended the Lincoln Program continue to offer family engagement services. Through family engagement classes/events, family members would increase education levels. RGI recommends partnering with the school to offer more opportunities for family members to participate in their youth's academic achievement. This need has increased with the global pandemic, so partnerships are essential for staff to have available to provide support as needed. Beyond providing these services, collecting, and entering data should be a priority as much as tracking youth attendance. Without storing that data, it prevents reflection later in the year and for required reporting purposes.

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

B. Resources

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

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COVID-19 Resources

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- Toolkit of Resources for Engaging Families and the Community as Partners

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Program Year	Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
			Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
2020-2021	During virtual 21 st Century programming, Lincoln Elementary Program intends to continue to provide a welcoming, safe, and fun engaging virtual environment. All participating youth are supported, have a place they feel they belong, and continue learning through project based hands-on skill building activities.	Build a collaborative partnership between program and school staff Improve youth engagement via virtual program	Staff Training- OSPI Learning Standards Program Staff NCAC Director Site Supervisor Funding Technology- Google Meets, Google Classroom Material- Learning Kits School Day Staff	Site Supervisor introduced Common Core Standards and shared with program staff a link to access all standards. (Reading, Math, Art, Science, and SEL) Program staff will send weekly reminders of Google Meets and reminders to pick up learning kits to all youth and families. Program will provide opportunities for all youth to share activity interest within virtual program. Program staff will ensure there is 15-30 minutes during Google Meets meetings for 3-6 grade youth to visit with program friends.	All Staff provided the standards link align activity objectives with standards. Youth who are reminded of Google Meets meeting dates are joining the meetings and picked up learning kits. All program staff are implementing youth shared interest activities to virtual programming. All targeted 3-6 grade youth visit, talk, and connect with their peers or friends during Google Meets.	75% of program participants are participating in online weekly Google Meets. 3-6 grade youth have 15-30 minutes to visit with program friends weekly. School day staff support afterschool program. Program staff reflect during activity planning time.

2021-2022 Logic Model- Lincoln 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)	
Suspension of in-person instruction in schools during COVID has led to concerns about consequences for youth learning. Lincoln 21 st CCLC program staff noticed youth need more literacy support. The need of literacy support was a direct outcome of COVID and remote learning. Program will strive to provide participating youth more academic/ literacy support to help them be successful within English Language Arts. The afterschool program provides a relaxed atmosphere in which youth could engage in ELA and improve academically.	Increase Literacy Support for youth Provide youth more ELA opportunities to receive staff feedback for improvement Program promotes literacy awareness for both youth and families	Toppenish Public Library EPIC- Online Library iReady Program Moby Maxs First Book Market Place Access to free books Mind Works Write Brain- Kits 21 st CCLC Program Staff Lincoln School Staff Youth Development Specialist NCAC Director 21 st CCLC Funding Casa Hogar ESL Classes	Program will offer an ELA Block during both Spring and Fall sessions for all youth. Program will take youth to the Library biweekly for youth to have opportunities to check-out books. Site Coordinator will provide youth and families a monthly newsletter communicating program activities. Program will offer quarterly family activities for an hour providing participants different educational and literacy topics. Program will survey participating families at the beginning of the year to learn about the family needs and supports needed.	All youth who attended will be provided an opportunity to engage in ELA. Staff will provide youth feedback on improvements to be successful. All program youth who visit the library will checkout a book and establish a reading learning goal and work toward accomplishing it. Targeted family members will be aware of 21 st CCLC program literacy activities. Families who attend will learn ways to support and help their youth with literacy at home. As a result of family input, program implements activities that fill the need and provide supports. A third of the participating youth's families are attending programming.	50% of youth increased will display a year's growth. (iReady Scores) All youth will be involved in setting a literacy goal and monitoring their own progress. Increased family awareness of both school and afterschool activities. All families will feel a sense of connectedness to program and will be aware of literacy resources. 50% of survey families reported feeling confident helping their youth with literacy assignments.

III. Safe Haven Elementary School

A. Summary

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at the Safe Haven Community Center for the 2020-21 program year, from Summer 2020 to Spring 2021. The program staff, school, participants, and families know this program as Safe Haven and that is how the program will be addressed throughout this report.

The Safe Haven goal is to provide extended day academic assistance and enrichment activities for 60 youth for 30 or more days annually through the five-year grant. The program also proposed to provide education courses/literacy activities for 35 family members annually.

a. Strengths & Successes

In an end of the year online Site Supervisor survey, Site Supervisor Salvador Cobar expressed that this year was exceptionally difficult for Safe Haven because the program is off site all while youth and families experienced a pandemic. Therefore, recruiting youth and retaining them became a barrier. Nonetheless, Cobar said a success was that Safe Haven rose to the occasion and provided a virtual program for youth to be a part when they were ready.

"Two new youth joined program helping to reinvigorate program on all levels. They have contagious enthusiasm"

- Site Supervisor Salvador Cobar

A second success mentioned by Cobar was effective communication. Virtual programming was driven by the pandemic, however this provided communication opportunities between Safe Haven, peers, and school-day teachers to

provide input on developing an engaging program to fill academic learning loss all while providing a safe space for youth. The few students who attended program expressed feeling a sense of belonging.

Cobar shared that during the summer program one youth became interested in making masks and being more involved in program to assist her with self-care. Program became a safe space for this youth and that encouraged program that although Safe haven had low attendance numbers, program was meaningful and making an impact. Other participating youth also displayed contagious enthusiasm, and this motivated program staff.

b. Challenges & Barriers

As many programs experienced across Washington state and the U.S., the largest barrier to program operations was the COVID-19 global pandemic, which caused a school shutdown in Spring of 2020 and constant school schedule changes in the 2020-2021 school year. As a result of the school shutdown and not knowing when school would resume in-person, the Safe Haven 21st Century Community Learning Center was operated virtually using online platforms for the 2020-2021 program year. This decision was made in order to stop and minimize the spread of COVID-19.

Site Supervisor Cobar expressed that the pandemic created many challenges for program. The first challenge mentioned was the location of program. Safe Haven is an offsite program; therefore, recruitment and retention became a barrier with little to no access in being able to recruit youth. Additionally, the youth that were enrolled did not always participate, this was a direct result of youth being tired of being online for extended periods of time with the school day

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also being remote. Lastly, youth were experiencing many things at home due to COVID-19 and program had no control over these outside factors.

c. Recommendations and Next Steps

As the fourth year concludes, RGI recommends the Safe Haven Program to refresh their knowledge in program quality through the David P. Weikart Center. Program should continue to use best practices during virtual facilitation using either the Weikart Youth or the Social and Emotional Learning Program Tool. Implementing these practices even through a virtual program is fundamental to continue and improve the quality of program. A more detailed recommendation and a list of resources are provided in the Appendix.

IV. Program Overview

A. Theory of Change

The grant proposed to serve youth and family academic and enrichment needs in reading and math through academic, enrichment and tutorial activities and services, with additional services to support the whole student.

B. Logic Model

With the newly implemented 2020 Evaluation Guidelines, Logic Models are required to be created annually and for each individual center. Due to the COVID-19 pandemic, schools were shutdown. To create the model for the 2020-2021 program year, one Zoom meeting was held in July 2020 with RGI, the Program Director, and Program Site Supervisor. The meeting focused on the 2020-21 year during COVID-19. During the meeting the 2020-21 Logic Model was developed detailing what the programs plans were for the year. A second meeting was held in April 2021 to discuss changes made for the current Logic Model. During this second meeting, the 2021-2022 Logic Model was also developed. The upcoming 2021-22 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 upcoming year. The template used for the model was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21st CCLC programs. Full 2020-21 and 2021-22 Logic Models are 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, even with the challenges of virtual programming. The following was found:

a. Operations

Summer 2020 Program: The program year began with a summer session on June 23, running for 18 days until August 13, 2020. Summer program was held virtually and operated two days a week for a total of 5 hours per week. In the grant application, a six-week summer program,

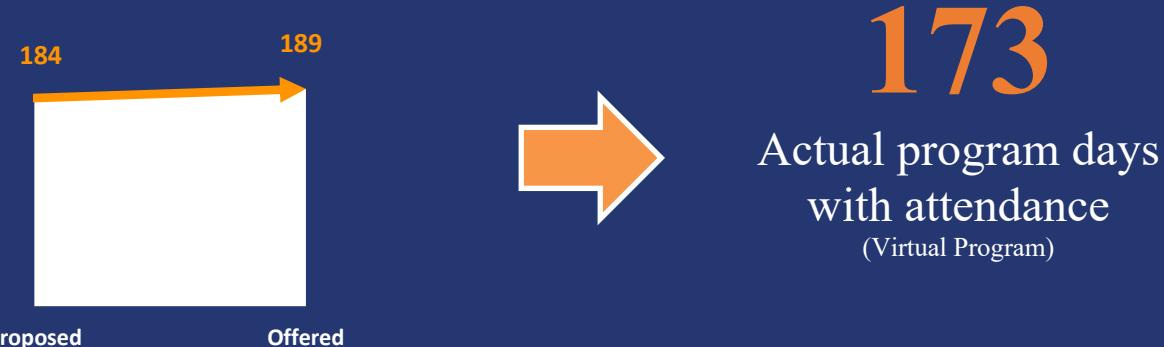
Safe Haven Community Center

operating for four days per week, was proposed. This resulted in a goal of hosting 24 days of summer program, which was not met.

School Year 2020-21 Program: The school year program operated virtually for 171 days Monday through Friday beginning September 15, 2020 and ending June 11, 2021. During that time, the program operated after school from 3:00 to 5:30 pm, for a total of 12 hours and 30 minutes per week. The program proposed to offer program five days per week for 32 weeks during the school year, totaling 160 days for program. Through virtual programming the Safe Haven 21st Century Program met **107%** of the grant goal. Below is a chart displaying the overall days proposed for Summer and School Year and days offered at the site.

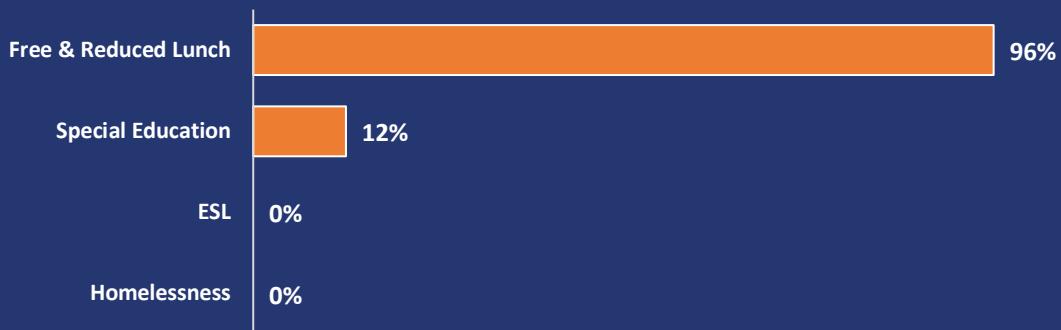
Available Program Days

Summer & School Year



b. Serving the Target Population

Population Served Demographics



Recruitment & Retention: This year the recruitment practices used to enroll youth into program included: distributing flyers and communicating with the school leadership at both the middle school and the high school. Additionally, program called youth who participated in program the previous year. The program also focused on retaining the same participants from the beginning of the school year through the end of the program year.

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c. Activities

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

Summer Activities offered:

Field Trips	Science	Literacy	Youth Led Planning	STEM
Roller Coaster Virtual Tour Virtual Tour of Alcatraz	How it is Made Space Station Tour Animal Identification Journey to the Edge of Space	Scatagories, Animal Cams, Smithsonian VT Supply Distribution	Youth Leadership	Brain Time Brain Time 2 Escape Room Scuba Diving with Sharks

School Year Activities offered:

Arts & Music	Enrichment	Literacy	Homework Help	Science
Directed Drawing Zipper Pull Activity Valentine Christmas Ornaments Folk Stories: Mulan II Sculpting with Clay	Enrichment: Jeopardy Games and Puzzles Hangman Game Social Skills: Game Time	Folk Lore: Aladdin Folk Stories: Mulan	Homework Help Office Hours	Animals of the World Disney Nature: Monkey Kingdom Disney: America's National Parks Documentary: Chimpanzee Explore The African Congo Exploring Cocos Island Hostile Planet Science: Slime Wild: Exploring Central America Wild: Exploring Russia

d. Transportation

The 21st Century Program was held virtually during the 2020-2021 school year; therefore, no transportation was necessary.

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 felt it was not appropriate to require Program Quality Assessments for the 2020-2021 program year.

After analyzing the program requirements and taking into consideration the current program status, the Northwest Community Action Center decided to move forward without a self and external assessment for the 2020-21 program year. Instead, the 21st Century Safe Haven Program focused on implementing virtual engaging quality practices. Program staff participated

Safe Haven Community Center

in the required Pathways to Quality Community of Practice Meeting Series provided by the David P. Weikart Center to better understand program quality and implementation within a virtual setting.

VI. Outcome Evaluation Plan & Results

A. Outcome Evaluation Plan

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

B. Outcome Evaluation Results

The goal for the number of students to be regularly served at this after-school site was 60 youth. OSPI has defined that youth “regularly served” attend program for 30 days or more. This definition is based on research concluding that youth gain more academically if they attend more than 30 days in after-school programs.

a. Attendance

Youth Participation Levels Program-wide

Total Served: 25

Total 30+ days: 6

Goal: 60

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

Student %

60%

16%

12%

4%

8%

Student #

15

4

3

1

2

The corona virus impacted how the community center operated. The center turned to virtual programming to offer academic enrichment activities. Although the center operated the lasting impact of online learning access was detrimental. Safe Haven experienced low participation and retention numbers. Most of the attendance was in the 1-15 day range. Regular attendees accounted for 24% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

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

Youth Served 4- Year Attendance



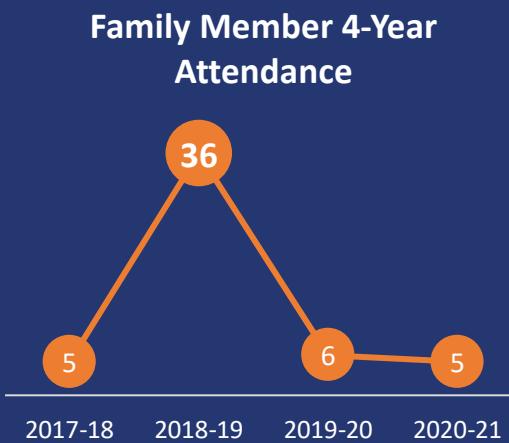
Regular Attendee 4- Year Attendance



Family Members Served Program Grant Wide (Goal*35)

Served 5 Family Members

This year the Safe Haven Program held thirty-three family events. These events included: Folk stories such as Black Beauty, Nutcracker and Call of the wild. The remaining events were family movie nights: Home Alone, Christmas Chronicles, Wonder Woman, Against the wild, Enola Holmes, Hubie Halloween, and Mulan. A total of 5 family members were served. Below is a review of the total family members served over the last 4 years of the grant.



b. Academic Achievement

Due to the school closures, the state SBAC testing was cancelled in 2020 and postponed in 2021, which is administered in the Spring of each year. The postponed state testing impacted the ability for evaluators and schools to measure proficiency gains in reading and math. Several of NCAC's 21st CCLC Program's measurable outcomes include assessing "increases in academic achievement" in reading and math. Consequently, without any test data results, these outcomes were measured using local data. Furthermore, the grant also included measuring student behaviors using the Youth Skills and Belief Survey for direct student feedback. Similarly, to state testing the survey was also postponed until Spring 2022. Safe Haven was also going to measure post-secondary education, however due to low program attendance and lack of youth participation, surveys were not administered. Additionally, the grant included measuring family member's participation and knowledge levels through family member surveys. Although the survey was provided to families, no data was submitted on behalf of participating family members.

Therefore, due to the lack of academic assessment data, some outcomes are not able to be measured. School closures on March 13, 2020 prevented the afterschool program from meeting their attendance targets and academic goals for students and parents. Another challenge encountered was the ability to collect local academic data. The 21st Century program requires data to be collected for regular attending students. Due to the low number of

Safe Haven Community Center

attendees and remote learning barriers the data collected was too small to make a complete analysis.

RGI also recognized that there was a variation in learning loss caused by the school closures, Hybrid Distant Learning Models and a varying effectiveness of distance learning. We know that students of color and low-income students were disproportionately impacted by the coronavirus and their learning. The achievement of these student performance outcomes and goals are illustrated below on the Grant Outcomes Table.

Grant Outcomes

These outcomes were measured during the 2020- 2021 program year

Student Performance Outcomes	Target	Cohort Average	Safe Haven
K-12 regular attendees will increase their reading grades	70%	58%	Insufficient Data
K-12 regular attendees will increase their math grades	70%	77%	Insufficient Data
Five new organizations participate in afterschool and summer programs each year	20	35	2

Local Academic Data:

RGI Corporation utilizes 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 one academic measure to assess the program's impact on student academic achievement. In working with the center to identify appropriate measures to assess student academic gains, the program selected to use **iReady Overall Scores**.

The Safe Haven Program submitted iReady Overall reading and math scores using Fall 2020 and Spring 2021 data. It is important to note that only one student score for both math and reading was reported. The sample size was too small to analyze the program as a whole. The results of the reading and math score did show the youth improved in both subject areas. Additionally, no credits were provided to analyze if 9-12 grade youth were on track to graduate.

a. Student Behaviors and Attitudes

Washington 21st CCLC Spring 2021 Youth Feedback Survey:

The Washington 21st CCLC Spring 2021 Youth feedback Survey was developed by the Washington State 21st CCLC Evaluators, American Institutes for Research. This survey was designed to measure youth experience in 21st Century during a pandemic. Although the survey was provided to youth, no youth submitted their survey. Therefore, data is not available for the 2020-2021 reporting period.

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Post-Secondary Survey:

The RGI evaluator recognizes that there are certain limitations of data when attempting to convey a program's success or failure during a regular program year. Consequently, these limitations expand when programs are dealing with a pandemic and all the barriers this may bring such as low participation. As a result, the Safe Haven program did not submit post-secondary surveys for the 2020-2021 program year.

c. Community Collaborations		
Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	-	-
Donated Materials	Toppenish School District, Cares Grant	\$17,798.02
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2020-21 year		\$17,798.02

VII. Appendix**A. Program Recommendations**

Data Collection: Collecting the various pieces of data – attendance, demographic, academic, etc. is a large part of fulfilling the grant requirements. This practice has had to be adapted over the last year. Staff should ask each other – what do they want to know at the end of this year? How can they use data gathered? What objectives could showcase the impact program has had on regular attending students?

Family Engagement Services: It is strongly recommended the Safe Haven Program continue to offer family engagement services. Through family engagement classes/events, family members would increase education levels. RGI recommends partnering with the school to offer more opportunities for family members to participate in their youth's academic achievement. This need has increased with the global pandemic, so partnerships are essential for staff to have available to provide support as needed. Beyond providing these services, collecting, and entering data should be a priority as much as tracking youth attendance. Without storing that data, it prevents reflection later in the year and for required reporting purposes.

Partnerships: One of the grant objectives is to increase the number of 5 new partnerships each year for both afterschool and summer program. The goal of this is to work towards sustaining the program after the grant ends. Now is also the time to brainstorm as a team for what partnerships could begin to serve all members of a household through distant learning. Partnering with programs that are already serving youth may help increase recruitment as well as offer a variety of program offerings.

Program Time: The request for proposals for the 21st CCLC program grants expects specific hours, days and weeks of program to be offered. With the school shutdown, moving to a virtual space and working to provide youth a balance of screen time in the new school year, these specific hours may not be achievable. RGI recommends for program to make efforts to provide programming for as much of the program hours as possible, whether through live meetings, videos, or self-directed activities.

Program Quality: The Safe Haven program is recommended to continue implementing best practices using either the Youth PQA Tool or the Social Emotional Learning Tool. Through virtual programming or in-person learning, program should strive to continue the cycle of improvement. Program staff should attend, PQA Basics as well as continue participating in the Quality to Pathways Series- Foundational Practices, Continuous Quality Improvement, or Deepening Practice.

Staff Goals: To support staff development and program quality, it is recommended the staff continue with consistency. Considering the new OSPI guidelines, RGI Corporation recommends staff use the 2021-22 Logic Model along with YPQA goals to reflect on desired objectives and if the current practices are helping staff achieve them.

It is recommended for the Site Supervisors 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 youth's academic skills and learning.

- The Expanded Learning & Afterschool Project:
<https://www.expandinglearning.org/expandingminds>
- National Girls Collaborative Project: <https://ngcproject.org/>
- Mathematics at home Newsletter:
<https://content.govdelivery.com/accounts/WAOSPI/bulletins/2d7ca65>

COVID-19 Resources

- The Forum for Youth Investment: <https://forumfyi.org/covid-19-resources-from-the-field/>
- Emergency Absence Rule:
https://www.k12.wa.us/sites/default/files/public/bulletinsmemos/bulletins2020/B064-20_Emergency_Absence_20Rule_.pdf

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

- Toolkit of Resources for Engaging Families and the Community as Partners

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: <https://y4y.ed.gov/>
- The Wallace Foundation: <https://www.wallacefoundation.org/pages/default.aspx>
- 2020 Bridge Conference: <https://bridgeconference.org/>

Program Quality: Resources to support staff as they work individually and together to incorporate their goals and action plans for improvement into their programs.

- David P. Weikart Center for Youth Program Quality
- Pathways to Quality Series:
 - Foundational Practices
 - Continuous Quality Improvement
 - Deepening Practice

Social Emotional Supports:

- kid-grit: <https://www.kid-grit.com/>
- CASEL: <https://casel.org/weekly-webinars/>
- Equity and SEL: <https://schoolguide.casel.org/what-is-sel/equity-and-sel/>
- Turnaround For Children – Three R's: <https://turnaroundusa.org/wp-content/uploads/2020/04/Turnaround-for-Children-Three-Rs-EdNx.pdf>

C. Center-based Logic Model

2020-2021 Logic Model- Safe Haven Community Center						
Program Year	Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
			Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
2020-2021	Program noticed a negative impact in academic student achievement scores via iReady. The negative impact was noticed on student scores from Fall to Spring and would like to improve iReady scores to help youth succeed academically.	Increase youth participating number Implement activities that align with core standards: Math, Reading and Science	Training NCAC Director Site Supervisor Funding Mind Works Curriculum Technology-Zoom, Bitmoji Classroom Toppenish High School Partnership Toppenish Middle School Partnership Program Staff	Site supervisor will provide 6-12 grade youth 2 STEM activities weekly for 1-2 hours via Zoom. Site Supervisor will offer 2 English Language Learning engaging/ fun activity per week for 1 hour to all youth 6-12 grade. Program will provide all youth with a daily opportunity for Homework help for 30 minutes. Program will partner with the school building to send out program recruitment announcements and update Facebook page to be engaging.	Targeted 6- 12 grade youth gained knowledge to overcome and improve academics. Targeted 6- 12 grade youth who participate in weekly activities improve reading/ ELA scores. All youth who participate in Homework Help Sessions complete their homework daily. Program increased participation youth participation and have a total of 65 youth.	Overall increase academic youth performance in Math, Reading, and Science. 65% of youth increased iReady scores from Spring 2019 to Fall 2020. Program improved communication and recruitment practices with 6-12 grade youth to better assist them.

2021-2022 Logic Model- Safe Haven Community Center					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
Due to Covid, staff will be educated on how to communicate with families and youth regarding different situations that have arose and or been present with during quarantine. According to research a well-rounded social emotional learning afterschool program offers learning opportunities for youth so that they may develop social and emotional skills to thrive in school and life. To be aligned with this notion 21 st CCLC will focus on implementing Social Emotional Learning into program.	<p>Staff development on Social Emotional Learning</p> <p>Increase parent education around Social Emotional Learning</p> <p>Promote and use culturally relevant material for both families and youth</p>	<p>Social Emotional Learning Professional Development and Training for Staff</p> <p>Yakama Nation Behavioral Health Services</p> <p>Yakima Valley Farm Workers Clinic Behavioral Health Services</p> <p>Toppenish School District</p> <p>21st CCLC Program Staff</p> <p>NCAC Director</p> <p>Social Emotional Learning Curriculum- Practice the Pause</p> <p>21st CCLC Funding</p>	<p>All program staff will be trained in Social Emotional Learning at the beginning of the fiscal year around August/ September. Moving forward Staff will be trained once a quarter.</p> <p>Program staff will respond to a pre and post survey regarding needs/ supports that are needed in program.</p> <p>Participating families will be surveyed (Pre and post) around needs and or supports they may need or interested in.</p> <p>Program will implement monthly SEL family engagement activities for families and youth to connect with each other.</p> <p>Program will provide a variety of Behavioral health workshop every 6-8 weeks for all 21st CCLC participating families/ youth.</p>	<p>100% of staff will be trained in SEL and apply the learning to programming. Staff will also know how to communicate with families and youth using SEL.</p> <p>Targeted staff and families who are surveyed will both voice what supports are needed. Program will modify and provide resources/ programming/ material based on feedback for program improvement.</p> <p>Families/ youth who attend activities will engage in SEL activities through a fun learning environment all while connecting with their peers and family members. Participant will learn a variety of different SEL outlets.</p> <p>Families/ youth that attended the workshops will display better interactions regarding Social Emotional needs.</p> <p>Families/ youth will gain an understanding of what SEL.</p>	<p>100% of program staff are trained within Social Emotional Learning.</p> <p>100% of staff reported feeling confident and implementing SEL when talking with families/ youth.</p> <p>65% of families reported understanding what SEL is and how to implement different SEL tools when speaking to each other.</p> <p>Program partnered with Behavioral Health Services of YVFC and Yakama Nation, Yakima Valley Farm Worker's Clinic to provide family education/ workshops/ activities.</p>

III. Smith Elementary School

A. Summary

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at the Smith Elementary School for the 2020-21 program year, from Summer 2020 to Spring 2021. The program staff, school, participants, and families know this program as Smith and that is how the program will be addressed throughout this report.

The Smith Elementary goal is to provide extended day academic assistance and enrichment activities for 80 youth for 30 or more days annually through the five-year grant. The program also proposed to provide education courses/literacy activities for 40 family members annually.

a. Strengths & Successes

In an end of the year online survey, Site Supervisor Theresa Radder shared that a strength and success of the Smith program was implementing and providing youth with a virtual program. When the school shutdown back in March of 2020, program was completely stopped, and this significantly impacted youth. When Smith was presented with the opportunity to resume, staff was focused on offering an interactive virtual setting.

"Despite low program attendance, participating youth are enjoying themselves with both Art and STEM projects"

- Site Supervisor Theresa Radder

Another success noted by Site Supervisor Radder was the response of youth who participated in program. Although program was virtual, staff found a way to keep participating youth engaged. One of the offerings that made

this a success, was the art session provided by Judith Campuzano. Youth who were involved in the offering requested that the art session go through the last week of school. This was one example of how youth were feeling connected and enjoying virtual programming.

b. Challenges & Barriers

As many programs experienced across Washington state and the U.S., the largest barrier to program operations was the COVID-19 global pandemic, which caused a school shutdown in Spring of 2020 and constant school schedule changes in the 2020-2021 school year. As a result of the school shutdown and not knowing when school would resume in-person, the Smith 21st Century Community Learning Center was operated virtually using online platforms for the 2020-2021 program year. This decision was made in order to stop and minimize the spread of COVID-19.

Program also experienced, low program attendance. Recruitment became a challenge because the regular school day was also remote, therefore connecting with youth was much more difficult. Another significant challenge was providing and offering family events. Connecting with families to participate in program has been a consistent challenge for the Smith Program and more so through the pandemic. This year, program focused on providing families with resources and programming materials through an open house drive thru.

c. Recommendations and Next Steps

As the fourth year concludes, RGI recommends the Smith Program continue to serve family members and implement the RGI created family member survey. Administering this survey to family members who participate in family classes and activities will help track the increased levels of both knowledge of how to help their children with homework and family member education. RGI also recommends the Smith Program to refresh their knowledge in program

quality through the David P. Weikart Center. Program should continue to use best practices during virtual facilitation using either the Weikart School-Age or the Social and Emotional Learning Program Tool. Implementing these practices even through a virtual program is fundamental to continue and improve the quality of program. A more detailed recommendation and a list of resources are provided in the Appendix.

IV. Program Overview

A. Theory of Change

The grant proposed to serve youth and family academic and enrichment needs in reading and math through academic, enrichment and tutorial activities and services, with additional services to support the whole student.

B. Logic Model

With the newly implemented 2020 Evaluation Guidelines, Logic Models are required to be created annually and for each individual center. Due to the COVID-19 pandemic, schools were shutdown. To create the model for the 2020-2021 program year, one Zoom meeting was held in July 2020 with RGI, the Program Director, and Program Site Supervisor. The meeting focused on the 2020-21 year during COVID-19. During the meeting the 2020-21 Logic Model was developed detailing what the programs plans were for the year. A second meeting was held in March 2021 to discuss changes made for the current Logic Model. During this second meeting, the 2021-2022 Logic Model was also developed. The upcoming 2021-22 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 upcoming year. The template used for the model was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21st CCLC programs. Full 2020-21 and 2021-22 Logic Models are 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, even with the challenges of virtual programming. The following was found:

a. Operations

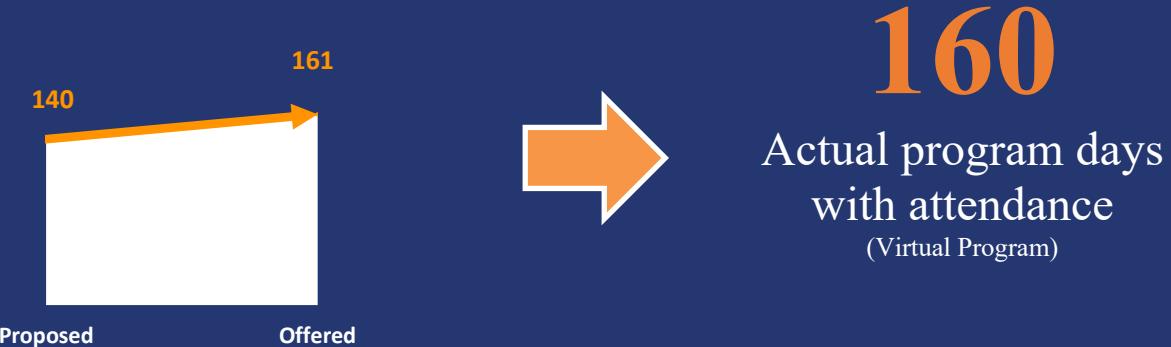
Summer 2020 Program: The program year began with a summer session on June 24, running for 20 days until August 13, 2020. Summer program was held virtually and operated Monday through Thursday for a total of 16 hours and 10 minutes each week. In the grant application, a four-week summer program, operating for five days per week, was proposed. This resulted in a goal of hosting 20 days of summer program, which was met.

School Year 2020-21 Program: The school year program operated virtually for 141 days Monday through Thursday beginning September 15, 2020 and ending June 10, 2021. During that time,

the program operated before school from 7:15 – 8:00 am and after school from 3:30 to 5:30 pm, for a total of 11 hours per week. The program proposed to offer program four days per week for 30 weeks during the school year, totaling 120 days for program. Through virtual programming the Smith 21st Century Program met **118%** of the grant goal. Below is a chart displaying the overall days proposed for Summer and School Year program and days offered at the site

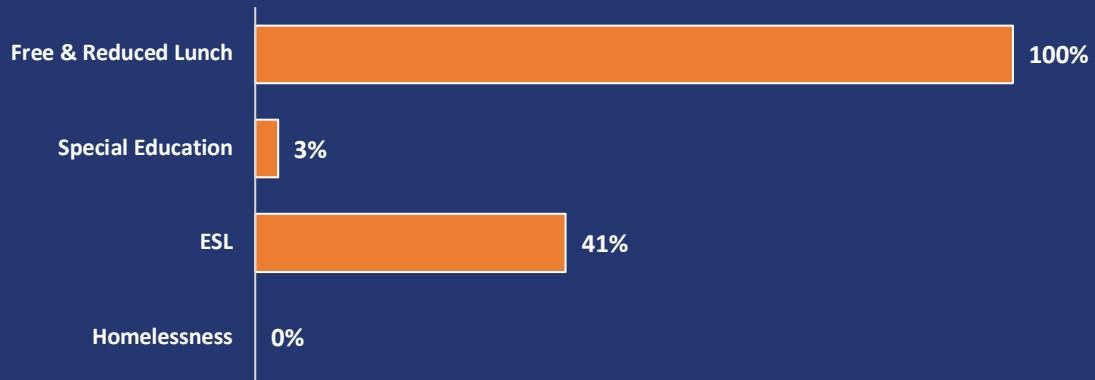
Available Program Days

Summer & School Year



b. Serving the Target Population

Population Served Demographics



Recruitment & Retention: Staff recruited by calling previous year participants and asking if they were interested in participating during the 2020-2021 program year. After Radder noted, that attendance was low, so she reached out to school day teachers for student referrals. The program also focused on retaining their same participants from the beginning of the school year through the end of the program year in effort of having youth become regular attendees.

c. Activities

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

Summer Activities Offered:

Arts & Music	Mentoring	Literacy	Physical Activity	STEM
How to draw a dolphin Moving fish Paper boats Comic strips 1 & 2 Create your own art project Popsicle frames Q tip art Scribble Art Self portraits What letter is this	How old is the earth How do birds build their nest Geodes Saying goodbye SEL Acceptance	Phone check SEL-empathy SEL-impulse SEL-social acceptance SEL-self control SEL-feelings SEL-communication SEL-get to know you Personal artifact game Ice Breakers Find it game	Scavenger Hunt	Building Bird Houses Geodes day 2 How do fish live Human Bones Paper towers Paper toweres 2

School Year Activities Offered:

Arts & Music	Tutoring	Literacy	Physical Activity	STEM
3D cat/neon colors 3D construction art 3D flower All about lions Art activities Birds Birthday celebrations around the world Christmas wreath/snowman Coloring Draw through U tube Duck project Easter egg wreath Free draw Halloween arts & crafts Hand butterfly/life cycle Photography Jewelry Kinder singing	Phonics 5th grade Homework room Spanish (in person) Reading	Aliens All about Polar Bears Brontosaurus, what is it? Descriptive Doodles Dr. Seuss Dragon Flies Dragon read along Finger puppet fun Friendship Grab bag Home sweet home King Kong Leadership Megalodon shark Monsters Mouse and cookie My positive self talk No words needed Peeps Teddy bear read aloud	Christmas songs Physical games Pound fit Pound fit 2 Pound fit 3 Yoga Yoga 2	Adaptations Animal adaptations Basic shapes Bird houses Blast off Bopuncy, bouncy, bouncy (science) Chain numbers Earthquakes Experiments Feats of strength Geometry is a solid Math is beachy Planets Spy training Steam busted Taking the leap (math)

d. Transportation

The 21st Century Program was held virtually during the 2020-2021 school year; therefore, no transportation was necessary.

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 felt it was not appropriate to require Program Quality Assessments for the 2020-2021 program year.

After analyzing the program requirements and taking into consideration the current program status, the Northwest Community Action Center decided to move forward without a self and external assessment for the 2020-21 program year. Instead, the 21st Century Smith Program focused on implementing virtual engaging quality practices. Program staff participated in the required Pathways to Quality Community of Practice Meeting Series provided by the David P. Weikart Center to better understand program quality and implementation within a virtual setting.

VI. Outcome Evaluation Plan & Results**A. Outcome Evaluation Plan**

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

B. Outcome Evaluation Results

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

a. Attendance*Youth Participation Levels Program-wide*

Total Served: 167

Total 30+ days: 48

Goal: 80



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

Student %

56%

15%

12%

10%

7%

Student #

94

25

20

16

12

The corona virus impacted how the afterschool center operated. The center turned to virtual programming to offer academic enrichment activities. Although the center operated the lasting impact of online learning access was detrimental. Smith experienced low participation and retention numbers. Most of the attendance was in the 1-15 day range. Regular attendees

Smith Elementary School

accounted for 29% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

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



Family Members Served Program Grant Wide (Goal*40)

Served 108 Family Members

This year the Smith Program held multiple open house drive-thru family events. These events consisted of material pick-up for virtual programming. A total of 108 family members were served. Below is a review of the total family members served over the last 4 years of the grant.

Family Member 4-Year Attendance



b. Academic Achievement

Due to the school closures, the state SBAC testing was cancelled in 2020 and postponed in 2021, which is administered in the Spring of each year. The postponed state testing impacted the ability for evaluators and schools to measure proficiency gains in reading and math. Several of NCAC's 21st CCLC Program's measurable outcomes include assessing "increases in

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academic achievement" in reading and math. Consequently, without any test data results, these outcomes were measured using local data. Furthermore, the grant also included measuring **student behaviors** using the Youth Skills and Belief Survey for direct student feedback.

Similarly, state testing the survey was also postponed until Spring 2022. Additionally, the grant included measuring **family members participation** and **knowledge levels** through family member surveys. Although the survey was provided to families, no data was submitted on behalf of participating family members.

School closures on March 13, 2020 created lasting effects for program implementation. This prevented the Smith afterschool program from meeting their attendance targets and academic goals for students and parents. We expect to measure academic outcomes that were not available this year during the following program year. However, we are learning that there will be variations in learning loss caused by the school closures and a varying effectiveness of distance learning. We know that students of color and low-income students were disproportionately impacted by the coronavirus and their learning. The achievement of these student performance outcomes and goals are illustrated below on the Grant Outcomes Table.

Grant Outcomes

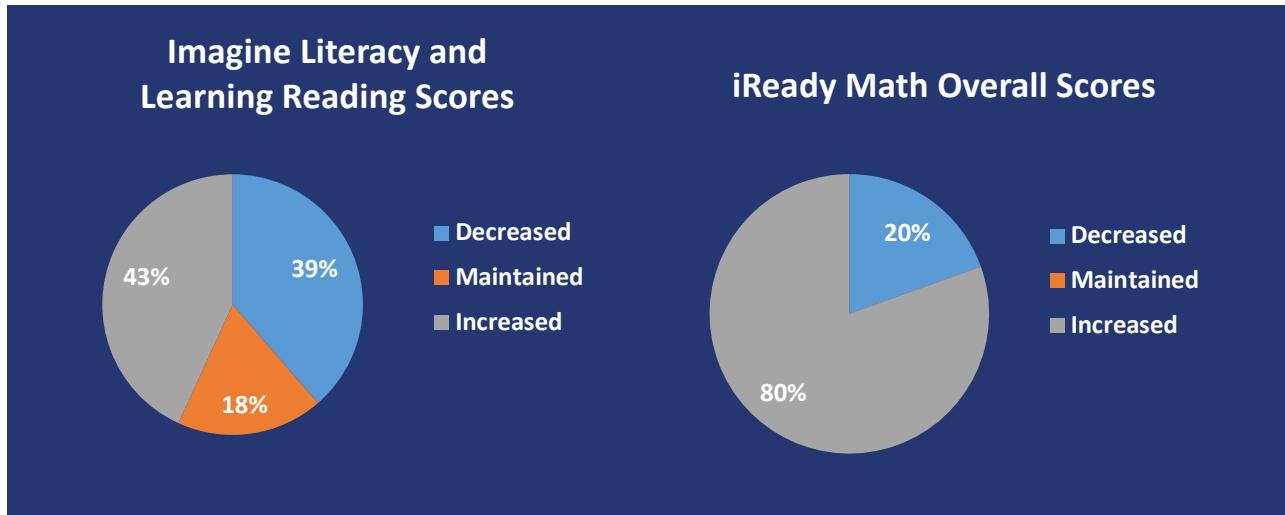
These outcomes were measured during the 2020- 2021 program year

Student Performance Outcomes	Target	Cohort Average	Smith
K-5 regular attendees will move from not proficient in reading to proficient	65%	73%	43%
K-5 regular attendees will move from not proficient in math to proficient	60%	80%	80%
K-12 regular attendees will increase their reading grades	70%	58%	43%
K-12 regular attendees will increase their math grades	70%	77%	80%
Five new organizations participate in afterschool and summer programs each year	20	35	5

Local Academic Data:

RGI Corporation utilized data results for students who attended the program 30 days or more to demonstrate the research that attending a program for 30 days or more has more impact on youth. RGI reviewed two academic measures to assess the program's impact on student academic achievement. In working with the school to identify appropriate measures to assess student academic gains, the program selected to use **Imagine Literacy and Learning** and **iReady Overall** scores.

The Smith Program submitted Assessment reading and math scores using Fall 2020 and Spring 2021 data. This included reviewing overall assessment data for 44 youth in reading and 41 youth in math. The following charts illustrate these reading and math academic findings:



c. Student Behaviors and Attitudes

Washington 21st CCLC Spring 2021 Youth Feedback Survey:

A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to “*Improve participants’ behavior and life skills development*”. The Smith program staff administered the Washington 21st CCLC Spring 2021 Youth feedback Survey developed by the Washington State 21st CCLC Evaluators, American Institutes for Research. This survey measured youth experience in 21st Century during a pandemic. At the Smith Elementary program, 23 regular attendees took the survey in Spring 2021.

Program Scale	Scale Statement: <i>There is an afterschool staff member, like a teacher, ...</i>	Percentage of youth who answered Completely true
		2020-21 N=23
Experience in 21 st Century (retrospective)	<i>Who helps me when I have a problem</i>	93%
	<i>Who helps me feel good about myself</i>	86%
	<i>Who I enjoy connecting with</i>	71%
	<i>Who is interested in what I think about things</i>	71%

Teacher Survey:

The RGI evaluator recognizes that there are certain limitations of data when attempting to convey a program’s success or failure during a regular program year. Consequently, these limitations expand when programs are dealing with a pandemic and all the barriers this may bring. As a result, the Smith program did not submit teacher surveys for the 2020-2021 program year.

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c. Community Collaborations		
Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	Snap ED	\$500.00
Donated Materials	Banner Bank, Childcare Aware, Grandview School District, Cares Grant	\$2,080.00
Volunteers & Staffing	Grandview School District	\$30,000.00
Other	-	-
Total Contributions for the 2020-21 year		\$32,580.00

VII. Appendix**A. Program Recommendations**

Family Engagement Services: It is strongly recommended the Smith Program continue to offer family engagement services. Through family engagement classes/events, family members would increase education levels. RGI recommends partnering with the school to offer more opportunities for family members to participate in their youth's academic achievement. This need has increased with the global pandemic, so partnerships are essential for staff to have available to provide support as needed. Beyond providing these services, collecting, and entering data should be a priority as much as tracking youth attendance. Without storing that data, it prevents reflection later in the year and for required reporting purposes.

Partnerships: One of the grant objectives is to increase the number of 5 new partnerships each year for both afterschool and summer program. The goal of this is to work towards sustaining the program after the grant ends. Now is also the time to brainstorm as a team for what partnerships could begin to serve all members of a household through distant learning.

Program Time: The request for proposals for the 21st CCLC program grants expects specific hours, days and weeks of program to be offered. With the school shutdown, moving to a virtual space and working to provide youth a balance of screen time in the school year, these specific hours were not achievable. RGI recommends for program to make efforts to provide programming for as much of the program hours as possible, whether through live meetings, videos, or self-directed activities.

Program Quality: The Smith program is recommended to continue implementing best practices using either the School Age PQA Tool or the Social Emotional Learning Tool. Through virtual programming or in-person learning, program should strive to continue the cycle of improvement. Program staff should attend, PQA Basics as well as continue participating in the Quality to Pathways Series- Foundational Practices, Continuous Quality Improvement, or Deepening Practice.

Staff Goals: To support staff development and program quality, it is recommended the staff continue with consistency. Considering the new OSPI guidelines, RGI Corporation recommends staff use the 2021-22 Logic Model along with YPQA goals to reflect on desired objectives and if the current practices are helping staff achieve them. It is also recommended that professional development opportunities begin to include more of the program staff team, alongside the Site Supervisor. This allows for networking and growth opportunities.

It is recommended for the Site Coordinators 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 youth's academic skills and learning.

- The Expanded Learning & Afterschool Project: <https://www.expandinglearning.org/expandingminds>
- National Girls Collaborative Project: <https://ngcproject.org/>
- Mathematics at home Newsletter:
<https://content.govdelivery.com/accounts/WAOSPI/bulletins/2d7ca65>

COVID-19 Resources

- The Forum for Youth Investment: <https://forumfyi.org/covid-19-resources-from-the-field/>
- Emergency Absence Rule:
https://www.k12.wa.us/sites/default/files/public/bulletinsmemos/bulletins2020/B064-20_Emergency_Absence_20Rule_.pdf

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

- Toolkit of Resources for Engaging Families and the Community as Partners

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: <https://y4y.ed.gov/>
- The Wallace Foundation: <https://www.wallacefoundation.org/pages/default.aspx>
- 2021 Bridge Conference: <https://bridgeconference.org/>

Program Quality: Resources to support staff as they work individually and together to incorporate their goals and action plans for improvement into their programs.

- David P. Weikart Center for Youth Program Quality
- Pathways to Quality Series:
 - Foundational Practices
 - Continuous Quality Improvement
 - Deepening Practice

Social Emotional Supports:

- kid-grit: <https://www.kid-grit.com/>
- CASEL: <https://casel.org/weekly-webinars/>
- Equity and SEL: <https://schoolguide.casel.org/what-is-sel/equity-and-sel/>
- Turnaround For Children – Three R's: <https://turnaroundusa.org/wp-content/uploads/2020/04/Turnaround-for-Children-Three-Rs-EdNx.pdf>

C. Center-based Logic Model

2020-2021 Logic Model- Smith Elementary School

Program Year	Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
			Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
2020-2021	Due to social distancing guidelines, program would like to improve and continue building program staff-youth relationships via virtual program though tech-platforms.	Improve youth virtual engagement Improve youth feedback opportunities for program improvement	Program Staff Site Supervisor NCAC Director Funding Material (crayons, paint, construction paper, 2 spiral notebooks, glue, pocket folders) Technology Platforms (Zoom, Google Classroom)	Program will provide hands-on STEM activities to keep program 3-5 grade participants engaged weekly. Program staff will call or text youth weekly who are not engaging in either tech-platform. Program staff will post on Google Classroom weekly reminding all youth to be aware of Zoom Meetings. Program staff will provide different opportunities for youth to get material. Program staff will take material to youth who are not able to pick-up material. Provide youth who do not have internet opportunities to be engaged with program in addition to phone calls.	50% of the target 3-5 grade youth will share STEM Activity experience weekly through tech platform (Post videos, share via Zoom or Google Classroom). 50% of targeted youth will be engaged through technology platform (Zoom or Google Classroom). 100% of program youth will receive material to use during virtual programming. Targeted youth who do not have internet have opportunities to engage in program.	50% of Zoom youth groups are attending weekly. 50% of Google Classroom youth are engaging with program staff material posted. Check-in weekly with youth who are not engaging in either Zoom or Google Classroom platform. Program provides and has material accessible for all youth.

2021-2022 Logic Model- Smith 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)	
Family literacy continuous to be a need as a result of distant/ remote learning. Many families in the area have a language barrier to help support their youth. According to research after-school programs increase youth engagement in learning and improve academics. Program plans to increase awareness around literacy to improve reading proficiency and youth reading academic achievement.	Increase youth and family's connectedness to program and school Increase youth participation in literacy Reconnect partnership and collaboration between 21 st CCLC and the School	Renaissance Learning Imagine Learning Accelerated Reader Program (A.R.) EPIC online reading library Scholastics Grandview Public Library Smith School Staff Smith Reading Coach 21 st CCLC Program Staff NCAC Director 21 st CCLC Funding Write Brain- Kits Supplies- Availability of books	21 st CCLC staff provide program outreach. Program outreach is done through creative ways; announcements, program staff participate in school events, phone-calls, emails to families, connecting with school day staff etc. Program offers monthly 1-hour family engagement activities around literacy. Program offers a “Get to know Renaissance Learning workshop for all youth and families. Program will offer a Literacy Family Night. Youth will help plan the activity. Older youth will mentor younger youth- Kinder Buddies. Program staff attend school day staff meetings monthly. Program provides school day staff youth/program updates.	Youth who hear about program will participate in 21 st CCLC more often. 50% of target families attend in-person or online activities and increase literacy awareness. Families who attend activities support youth in meeting their literacy goals. Participating families and youth learn how to access the system, check on youth’s number of books read. Youth and families can set reading goals together. Youth who participate in the family literacy night will gain leadership skills and get to work in small groups. 3 rd -5 th graders participating in Kinder Buddies will learn to be mentors. Program staff are building a partnership with school day staff.	Program youth participation has increased by 50%. Families engage and interact with Renaissance Learning more often. More youth engage in literacy at home and at school. Youth participating in program have an A.R. word count increase by 50%. Program and school day staff communicate more often.