

21st CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL TIME | Cohort 15

**NCAC | EXECUTIVE SUMMARY
EVALUATION REPORT | 2020 – 2021**

Grandview School District
Mount Adams School District
Sunnyside 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 third year of this 21st Century Community Learning Centers (21st CCLC) grant program. The MVPC 21st CCLC Achievers program is a partnership with the Yakama Nation, Mt. Adams, Sunnyside and Grandview School Districts and community partners. The 21st CCLC Program offers after-school programs and parent educational opportunities. The program proposed to serve a total of 280 students for 30 days or more and 165 parents across 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

283 Youth served

156 Family members served

4 Afterschool sites

186 Days of afterschool

103 Different family member activities

83% Regular Attending Youth

70% Youth attended 60 + days

95% Family Member goal met

84% Regular Attendee goal met

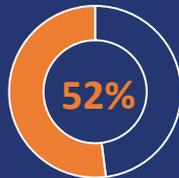
25 Community Partnerships

Demographics

Youth: 283 Total Students in Grade K-12



Low-income



Hispanic



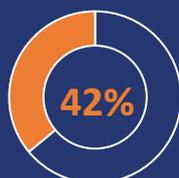
Special Ed.



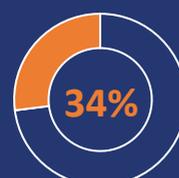
Female



Minority



ELL



Bilingual



Male

Family Members

103

Total activities

246.5

Total hours of family
engagement

79

Participated in literacy
based events

B. Overview of Centers

Chief Kamiakin Elementary – Sunnyside, WA

Grades 1-5

Summer Program

- Operated June 22, 2020 – August 6, 2020 for 28 program days
- Served 38 students operating 1:00 PM to 2:30 PM Monday – Thursday

After School

- Operated September 21, 2020 - May 27, 2021 for 124 program days
- Served 73 students operating 3:30 to 5:30 PM Monday – Thursday



Low-income



Minority

Harrah Elementary – Harrah, WA

Grades K-6

Summer Program

- Operated June 24, 2020 - August 13, 2020 for 30 program days
- Served 69 students operating 8:00 AM to 3:00 PM Monday – Thursday

After School

- Operated September 14, 2020 - June 04, 2021 for 131 program days
- Served 67 students operating 3:30 to 6:00 PM Monday – Friday



Low-income



Minority

McClure Elementary – Grandview, WA

Grades K-5

Summer Program

- Operated June 22, 2020 – August 13, 2020 for 32 program days
- Served 53 students operating 10:00 to 5:00 PM Monday – Thursday

After School

- Operated September 08, 2020 - June 09, 2021 for 149 program days
- Served 53 students operating 3:15 to 6:15 PM Monday – Thursday



Low-income



Minority

Mount Adams Centers – White Swan, WA

Grades 7-12

Summer Program

- Operated June 08, 2020 - August 13, 2020 for 40 program days
- Served 42 students operating 9:30 AM to 3:00 PM Monday – Thursday

Before School

- Operated September 8, 2020 - June 10, 2021 for 186 program days
- Served 51 students operating 8:00 to 8:30 AM Monday – Friday

After School

- Operated September 8, 2020 - June 10, 2021 for 186 program days
- Served 51 students operating 4:00 to 6:00 PM Monday – Friday



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: This region is home to the largest and poorest of Washington’s 29 Indian Reservations. The Confederated Bands and Tribes of the Yakama Indian Nation is made up of 10,081 enrolled tribal members. The Yakama Indian Reservation also intersects with and includes part of the Yakima Valley, both home to a large Native American and Hispanic migrant/seasonal farmworker and immigrant population. Target schools serve some of the largest percentage of minority students, have the highest poverty levels, and a high percentage of ELL students and many migrant/immigrant and Native American children in the state. These students are also some of the state’s lowest academic achievers based on state exams.

Attendance – All Centers 2020-21

Youth Participation Levels Grant Wide

Days	1-15	16-29	30-59	60-89	90+	Total 30+ days 235
Student #	24	24	55	30	150	Total Served 283
Student %	8%	8%	19%	11%	53%	

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 280 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 156 Members

3- Year Regular Attendee Attendance



2018-19

2019-20

2020-21

3-Year Family Member Attendance



2018-19

2019-20

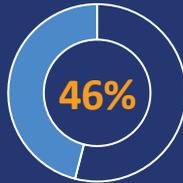
2020-21

Washington 21st CCLC Spring 2021 Youth Feedback Survey

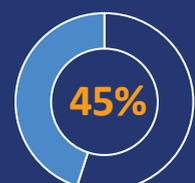
Youth experience in 21st Century during this extraordinary year was measured by the Washington 21st CCLC Spring 2021 Youth Feedback Survey. The total percentages for each statement were calculated by analyzing how many youth answered. Across the four sites, 55 regular attendees took the survey in Spring 2021. Below, a few statements are highlighted: “There is an afterschool staff member, like a teacher,…”



Who makes learning fun.



Who helps me feel good about myself.



Who helps me when I have a problem.

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 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. A second survey administered this year was a teacher survey for teachers of regular attendees. This survey measured academic behaviors of youth in grades Kinder- 5th. A third scheduled youth feedback survey was the Mt. Adams Post-Secondary Survey. This survey was provided to participating program youth in grades 9th to 12th. Additionally, the grant included measuring family members participation and knowledge levels through a family member survey. The family member surveys were provided to all participating family members through an online platform.

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-6 regular attendees will increase their SGP for reading	65%	61%
K-6 regular attendees will increase their SGP for math	60%	69%
K-12 regular attendees will increase their reading grades	70%	52%
K-12 regular attendees will increase their math grades	70%	54%
6-12 regular attendees will be on track to graduate H. S.	85%	57%
9-12 participants will increase their college readiness	75%	50%
K-6 regular attendees will turn in completed homework on time each day	75%	77%
Parents will increase their knowledge on how to help their children with homework	60%	86%
Parents that participate in classes will increase their educational levels	60%	79%
Five new organizations participate in afterschool and summer programs each year	15	25
Partner in-kind contribution will increase each year	\$78,187. 42	\$122,165.61

Suggested Improvements

Aligning to School Day Learning: RGI recommends the afterschool programs provide more programming activities aligned with the school day to further support academic learning . By providing more programming in reading and math, youth will increase their academic learning and understanding of the content areas.

Family Engagement: It is strongly recommended for programs to continue hosting literacy-based classes/events and surveying family participants at the conclusion of classes/events. Cohort 15 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. During this time due to the coronavirus, family members need additional support to provide their youth assistance to complete homework assigned. Using surveys as a data collection method 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 75% of K- 5 regular attendees will turn in their homework on time each day. As programs kick off a new year of programming, RGI recommends this become a focus to better support youth and families as youth return to in –person learning.

21st CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL: C. 15

NCAC | FACT SHEET | 2020-21

Grandview School District
Mount Adams School District
Sunnyside School District

*Produced by RGI Corporation

Grantee Partners

Northwest
Community
Action Center

Grandview
School District

Mount Adams
School District

Sunnyside
School District



Operated 4 after school and summer centers in Year 3

Chief Kamiakin Elementary

84
served

Summer: 7 weeks
After School: 3:30 – 5:30 PM

Harrah Elementary

93
served

Summer: 7 weeks
After School: 3:30 – 6:00 PM

McClure Elementary

53
served

Summer: 8 weeks
After School: 3:15 – 6:15 PM

Mount Adams Center

53
served

Summer: 9 weeks
Before School: 8:00 – 8:30 AM
After School: 4:00 – 6:00 PM

Student Demographics



Low-income



Special Ed.



Minority



ELL



Hispanic



Homelessness

Activities

- Tutoring
- Art & Music
- Service Learning
- Health/Nutrition
- Homework Help
- Literacy
- STEM
- Drama
- Technology Skills
- Math
- Community Building

Findings

283 Youth served

Served Youth in grades **K-12**

83% Regular Attending program youth

Met **84%** of Regular Attendee goal

III. Chief Kamiakin Elementary School

A. Summary

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

The Chief Kamiakin 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 45 family members annually.

a. Strengths & Successes

In an end of the year Site Supervisor survey, Site Supervisor Sofia Esqueda shared two strengths; the first being program flexibility and the second was connection. As a result of the pandemic, program had a big learning curve, staff planned, and then replanned. Esqueda

“A few youth were requesting program even through a virtual platform. Staff were excited to hear this and were excited that youth were eager to be part of the program this year.”

- Site Supervisor Sofia Esqueda

mentioned that this past year was difficult to adjust too, nonetheless site staff were willing to adapt and be flexible to provide a virtual program that worked and supported all youth.

Consequently because of all the adjustments, site staff also focused on connecting with youth and families. Site staff provided a program that strived to meet the grant goals. Through this initiative, staff were providing family activities that

helped youth connect with their family members. Esqueda recalled the smiles of both youth and family members as they engaged with the activities program offered. She mentioned that seeing youth and family members smile was uplifting. Site staff knew that they were helping families come together through various activities at home and that made all the planning and replanning a success and motivated staff's willingness to keep pushing forward through the year.

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 Chief Kamiakin 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.

In an end of the year Site Supervisor survey, Site Supervisor Esqueda named one challenge to be recruitment. Staff had a difficult time getting youth to sign up for online programming because in the Fall school was not in-person. Additionally, program also dealt with online learning fatigue. Many youth were overwhelmed with online learning and as a result, youth would not connect. Another barrier was deigning an engaging program that fit online learning. Virtual facilitation was new to all site staff and was very challenging to plan and carry out as planned.

c. Recommendations and Next Steps

As the third year concludes, RGI recommends the Chief Kamiakin Program continue to serve family members and offer more educational and hands-on family activities that family members can attend in-person or connect too online. Family engagement is a difficult component to implement, however program requires Cohort 15 sites to provide a minimum of 4 hours monthly of family engagement through educational and or family activities/ events. RGI also recommends site staff 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 22, running for 28 days until August 06, 2020. Summer program was held virtually and operated Monday through Thursday for a total of 6 hours 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 exceeded and met.

School Year 2020-21 Program: The school year program operated virtually for 124 days Monday through Thursday beginning September 21, 2020 and ending May 27, 2021. During that time, the program operated after school from 3:30 to 5:30 pm, for a total of 8 hours per week. The program proposed to offer program four days per week for 35 weeks during the school year, totaling 140 days of program which was not met. Through virtual program the Chief Kamiakin 21st Century site met **89%** of the grant goal. Below is a chart displaying the overall days proposed and overall days offered at the site.

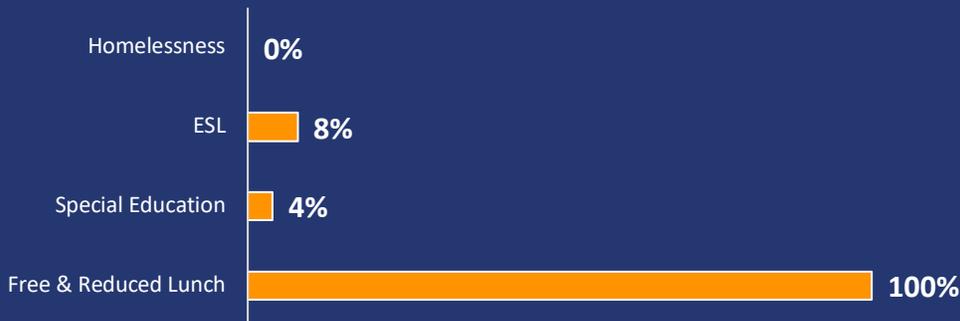
Available Program Days

Summer & School Year



b. Serving the Target Population

Population Served Demographics



Recruitment & Retention: During the third year of program, site staff began recruitment by calling the previous year participants. This was done in effort to retain former participants. Staff also created flyers and dispersed them to spread the word about 21st Century being offered online. Program also focused on retaining the same youth that began program in the Summer and Fall through the end of the year in effort to increase the number of regular attendees.

c. Activities

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

Summer Activities Offered:

Summer Program
Seesaw Activities

School Year Activities Offered:

Arts & Music	Homework Help	Literacy	Material Pick-up
12 Days of Art (Christmas) Fall Weather SEL Art on Seesaw Spring has Sprung Valentines Surprise Who Am I- Self Introduction Winter Weather	Zoom Connection Zoom Connection Spring	Book Club- 12 days of Christmas Book Club- Fall Weather Book Club- I am Enough Heart to Heart How things grow Seesaw Book Club (Social Emotional Learning) Winter Weather	Material Pick-up Material Pick-up Spring

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 decided 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 Chief Kamiakin 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: 84

Total 30+ days: 73

Goal: 80

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

Student %	12%	1%	30%	57%
Student #	10	1	25	48

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. Chief Kamiakin experienced low participation and retention numbers. Most of the attendance was in the 90+ day range. Regular attendees accounted for 87% 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 3 years.

Youth Served 3 Year Attendance



Regular Attendee 3 Year Attendance



Family Members Served Program Wide (Goal*45)

Served 37 Family Members

This year the Chief Kamiakin Program held twenty-five drive thru family events for families to pick up program materials. Although program provided multiple drive-thru events, program did not provide educational offerings and or activities to families. This data was gathered using the EZ Reports Activity Calendar. A total of 37 family members were served during the drive thru family events. Of those family members 0 participated in educational parent events or classes according to the data entered in EZ Reports. Below is a review of the total family members served over the last 3 years of the grant.



Program offered families a total of 66 hours through check-ins and program supply drive thru events (an average of 5 hours and 30 minutes of family engagement were offered per month) for a duration of 12 months. This average was derived from the total family events offered at the site. Within the final analysis RGI found program met the requirement of 4 hours per month of family engagement. Although program did not meet the to serve adult goal, program was serving the target population and offering activities.

Program is recommended to continue working on this component during the 2021-2022 program year to meet the 4 hour per month family engagement requirement. Program is also recommended to offer parent educational class/events to increase participation levels. In addition, RGI recommends program to survey family members who attend educational classes/events to measure family educational levels and improvement.

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. A second survey administered this year was a teacher survey for teachers of regular attendees. This survey measured academic behaviors of youth in grades Kinder- 5th. Additionally, the grant included measuring family member's participation and knowledge levels through a family member

Chief Kamiakin Elementary School

survey. The family member surveys were provided to all participating family members through an online platform.

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	Cohort Average	C.K.
K-6 regular attendees will increase their SGP for reading	65%	61%	61%
K-6 regular attendees will increase their SGP for math	60%	69%	64%
K-12 regular attendees will increase their reading grades	70%	52%	63%
K-12 regular attendees will increase their math grades	70%	54%	69%
K-6 regular attendees will turn in completed homework on time each day	75%	77%	100%
Parents will increase their knowledge on how to help their children with homework	60%	86%	100%
Parents that participate in classes will increase their educational levels	60%	79%	80%
Five new organizations participate in afterschool and summer programs each year	20	25	4
Partner in-kind contribution will increase each year	\$5,400.00	\$122,165.61	\$9,433.15

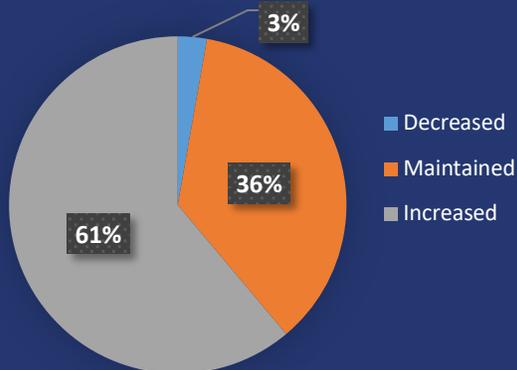
Local Academic Data:

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 site supervisor to identify appropriate measures to assess student academic gains, the program selected to use **iReady Overall** scores and **Grades**.

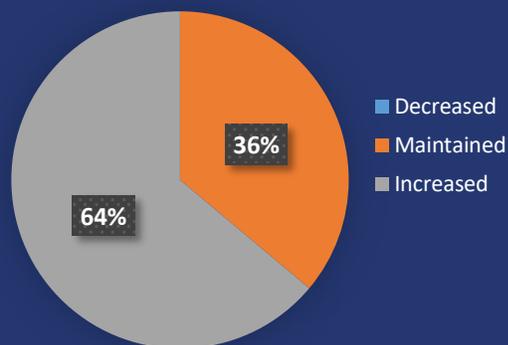
The Chief Kamiakin Program submitted iReady Overall Assessment reading and math scores using Fall 2020 and Spring 2021 data. This included reviewing overall assessment data for 72 youth in both reading and math. The following charts illustrate these reading and math academic findings:

Chief Kamiakin Elementary School

iReady Overall Reading Scores

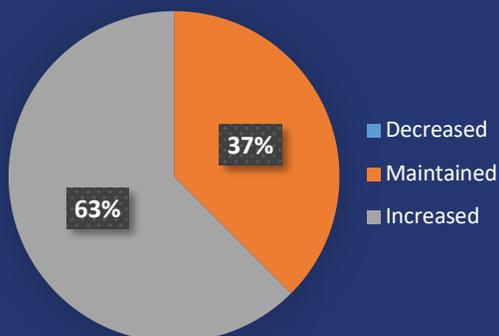


iReady Overall Math Scores

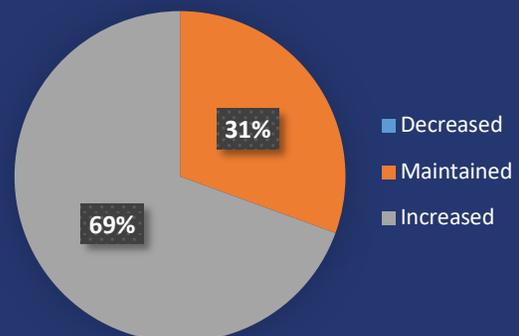


Youth grades were also collected for Fall 2020 and Spring 2021. Grades were analyzed to measure youth academic achievement in both reading and math subjects. RGI reviewed grades for 72 youth in both reading and math. The following charts illustrate these reading and math academic findings:

Reading Grades



Math Grades



c. Student Behaviors and Attitudes

Washington 21st CCLC Spring 2021 Youth Feedback Survey:

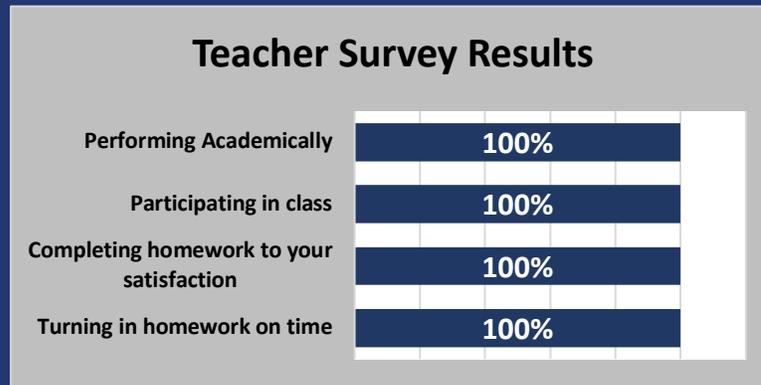
A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to *“Improve participants’ behavior and life skills development”*. The Chief Kamiakin program staff administered the Washington 21st CCLC Spring 2021 Youth feedback Survey developed by the Washington State 21st CCLC Evaluators, American Institutes for Research. This survey measured youth experience in 21st Century during a pandemic. At the Chief Kamiakin Elementary program, 20 regular attendees took the survey in Spring 2021. The follow table displays the survey scale and specific scale statements:

Chief Kamiakin Elementary School

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=20
Experience in 21 st Century (retrospective)	<i>Who makes learning fun</i>	77%
	<i>Who helps me feel good about myself</i>	75%
	<i>Who helps me when I have a problem</i>	54%
	<i>Who I enjoy connecting with</i>	46%

Teacher Survey:

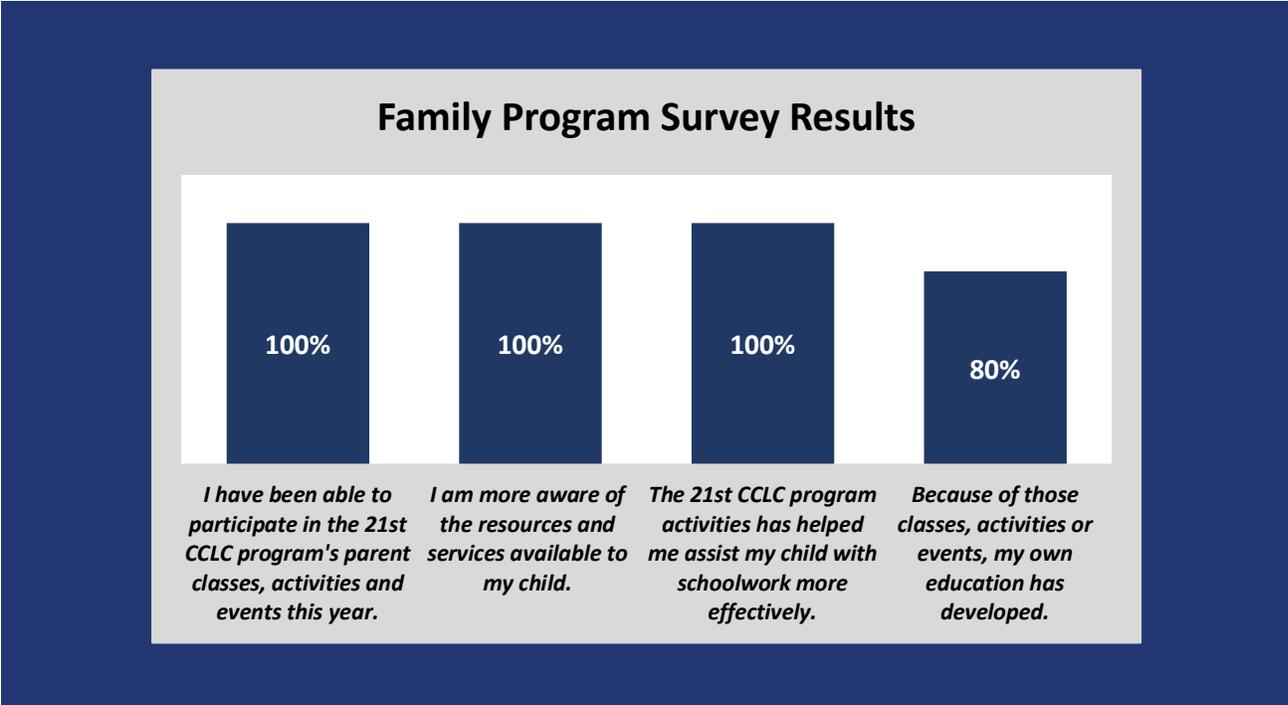
Teacher Surveys were administered to teachers of regular attending youth, to measure improvement in class participation, homework submission, homework completion and academic performance. This year, 30 surveys were collected from the Chief Kamiakin Elementary program. The largest improvement recognized by the school day teachers over the year was performing academically, class participation, completing homework to your satisfaction, and turning in homework on time. The results are displayed below in the following chart:



d. Family Engagement

Family Survey:

A family survey was developed by RGI and administered by the program staff. The purpose of the survey was to measure the level of services being provided to the parents and other family members of the youth participants. A total of 20 surveys were collected. The results below demonstrate the percentage response of 'Strongly Agree' and 'Agree', indicating the respondent agreed with the survey statement.



e. Community Collaborations

Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	Sunnyside School District, Franklin Conservation District	\$5,250.00
Donated Materials	Child Care Aware, CARES Grant, Sunnyside School District	\$4,183.15
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2020-21 year		\$9,433.15

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 Chief Kamiakin Program continue to offer family engagement services. Including providing 4 hours per month of family engagement offerings and or classes that are educational. Providing these activities can either be in-person or virtual depending on how program is operating. Through family engagement classes/events, family members would increase education levels. To measure family member educational levels, it is recommended program continue to survey family members who participate. RGI also 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. Program is recommended to track community collaborations using the RGI provided tool. The goal program 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 as lasting effects of the pandemic are becoming more evident.

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 back in March of 2020, program was urged to serve youth through any means. Moving to a virtual space and working to provide youth a balance of screen time in the 2020-2021 school year was a challenge, and the required 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 for the 2021-2022 school year.

Program Quality: The Chief Kamiakin 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.

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_%20Emergency_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- Chief Kamiakin 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>Program intends to focus on providing school day support by aligning virtual online program to reinforce school day content and provide parent support to help navigate technology distant learning platforms. Through distant online learning, families have communication barriers to help support their youth. Program will assist and communicate with families about school and student progress through effective school to home and home to school communication to increase youth academic success.</p>	<p>Improve school day teacher and program staff communication</p> <p>Align program activities and connect them with school day content</p> <p>Provide parent homework/academic support through distant learning</p>	<p>Technology- Zoom, Google, Chromebooks</p> <p>Funding</p> <p>Administration Support</p> <p>Teacher Support</p> <p>Reading Coach</p> <p>Program staff</p> <p>Site Supervisor</p> <p>NCAC Director</p> <p>Training</p>	<p>Program will provide school day teachers a google form log where they will add notes on how program can support grade level youth.</p> <p>Program Site Supervisor will train program staff monthly during staff meetings to located curriculum resources and school day curriculum/standards.</p> <p>All program staff will become familiar with grade level curriculum and create activities based on the curriculum.</p> <p>All program staff will offer family members a weekly Zoom Meeting to help navigate virtual learning platforms.</p> <p>Program will check-in with targeted youth participant family members bi-weekly via phone calls.</p>	<p>All program staff will read and analyze school day teacher provided notes on learning content and implement knowledge into activities.</p> <p>All program staff who are trained will have knowledge on grade level curriculum content and standards.</p> <p>All program staff will create activities based on school day content to reinforce youth learning.</p> <p>All family members of participating youth are provided additional support in distant learning. Family members will learn how to support and help their youth achieve academic success or where to locate helpful resources to understand youth learning content.</p>	<p>Program staff will communicate with school day teachers weekly through a google form.</p> <p>Program staff will plan and align activities to school day curriculum.</p> <p>Program staff will offer family members virtual office hours to provide support.</p>

2021-2022 Logic Model- Chief Kamiakin 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>Due to online learning family/parental connectedness to school and staff members have declined significantly. Research indicates that family involvement in an afterschool environment can have a positive impact on resiliency and youth development. If family engagement and participation increases, youth will have a positive attitude towards program, subject areas such as math and engage with peers and teachers more often.</p>	<p>Increase youth engagement and participation</p> <p>Increase Math engagement through fun learning activities</p> <p>Increase Family Engagement during Zoom and socially distant activities</p>	<p>School Administration</p> <p>Curriculum Coach</p> <p>21st CCLC Program Staff</p> <p>C.K. School Staff</p> <p>Supplies-Math Kits</p> <p>Technology platforms- Zoom, Seesaw</p> <p>Community Partners to provide Family Engagement Zoom Nights</p> <p>NCAC Director</p> <p>Program Supervisor</p> <p>21st CCLC Funding</p>	<p>Program staff will offer incentives for all youth in grades 1st -5th for participation during Zoom activities.</p> <p>One program staff will offer an Art session once a week during the year for all youth in grades 1st -5th.</p> <p>Program will offer a seasonal Family Math night via Zoom.</p> <p>Program will provide participating youth with a math kit. Youth will engage in Math multiplication games. Grade's 3rd -5th will have multiplication and youth in grades 1st -2nd will engage in addition.</p> <p>Program will offer homework help sessions for all participating youth to have an opportunity to ask questions one-on-one and receive feedback on improvement areas in math.</p>	<p>Staff will see more by-in from participating youth who attend Zoom activities.</p> <p>Youth participating in Art sessions will see increased self-confidence in sharing with peers and staff.</p> <p>30 % of attending family members will learn new math skills during the Family Math Night.</p> <p>Participating youth in 1st - 5th will have a better understanding of math strategies and math facts. Youth will learn to like math through a fun learning environment.</p> <p>Youth who attend homework help sessions will better understand what they are learning. Staff will also be better informed of how to continue to support each participating youth and communicate to families on how they can further support their youths learning.</p>	<p>During Zoom Art Sessions at least 15 participating youth turn on their cameras to engage with peers and staff.</p> <p>Program staff will offer math activities Summer, Fall and Spring Sessions.</p> <p>35 youth will increase overall Math iReady scores by the end of Spring. Program will offer monthly Zoom family engagement activities and 30% of participating youth family members will attend.</p> <p>At least 10 family members participating in Family Engagement activities will turn on their cameras during Zoom sessions.</p>

III. Harrah Elementary School

A. Summary

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

The Harrah 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 45 family members annually.

a. Strengths & Successes

In an end of the year Site Supervisor interview, Site Supervisor Jen Johann named one success to be resilience of both youth and staff. Johann noted that with everything that students endured this past year, students were still showing up to program, participating in some capacity and modeling a positive attitude towards peers and staff.

“Having supportive school day staff attributed to supporting students’ academic need and helping them improve.”

- Site Supervisor Jen Johann

Similar to youth, program staff were also resilient because they had to plan and replan multiple times to meet the needs of youth, program goals, and school day schedules. Youth and staff were each contributing to program and that really drove program this past year.

Another success noted by Johann was that hosting a virtual program. The pandemic really drove programs across the country to be creative and offer some type of distant learning model for youth to continue to engage in 21st Century. According to Johann for staff this was not an easy task, however through trial and error, Harrah site staff implemented an engaging program that was meaningful to youth.

A third success is program resources. Program received donated supplies such as masks, thermometers, hand sanitizer and hot spots. Receiving supplies during tough times is always great, however this year was much more meaningful because the supplies received were helping keep youth and families healthy. Additionally, the use of hot spots, provided connectivity. This was of great importance during this past year as almost all of schooling and programming was done virtually.

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 Harrah 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 challenge that Johann mentioned was the limited contact with families. Harrah Elementary experienced a lack of family participation due to Covid. Johann also noted, that planning for program was difficult, because staff were not able to meet in person. To add, program had to adjust multiple times, due to school schedules and Covid restrictions

c. Recommendations and Next Steps

As the third year concludes, RGI recommends the Harrah 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 site staff 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

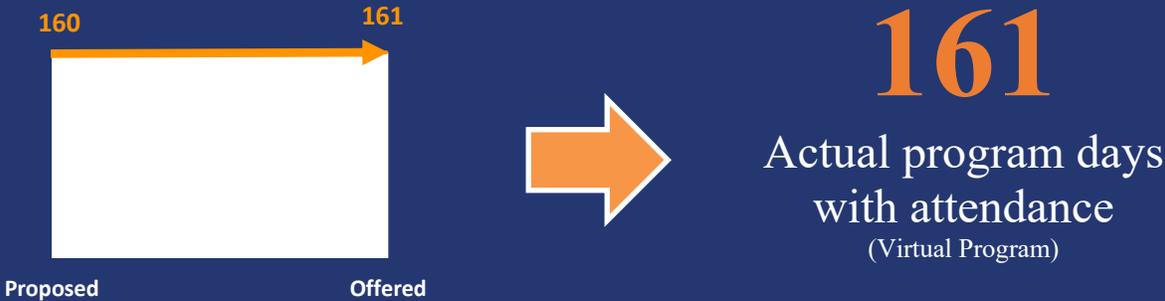
RGI reviewed the year’s operations, population served, activities, transportation, and program quality to measure level of implementation and alignment to the grant, even with the challenges of the virtual program. The following was found:

a. Operations

Summer 2020 Program: The program year began with a summer session on June 24, running for 30 days until August 13, 2020. Summer program was held virtually and operated Monday through Thursday for a total of 20 hours 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 exceeded and met.

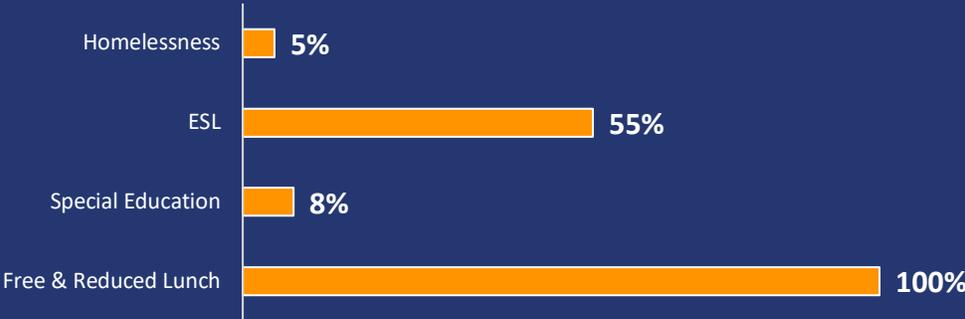
School Year 2020-21 Program: The school year program operated virtually for 131 days Monday through Friday beginning September 14, 2020 and ending June 04, 2021. During that time, the program operated after school from 3:30 to 6:00 pm, for a total of 12 hours and 30 minutes per week. The grant proposed to offer program four days per week for 35 weeks during the school year, totaling 140 days of program. Harrah proposed a program year that operated for a total of 35 weeks or 140 days which was not met. Through virtual program the Harrah Elementary 21st Century site met 94% of the grant goal. Below is a chart displaying the overall Summer and School Year days proposed 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 program recruited participants by calling youth who had previously participated in the Summer and provided an opportunity for them to rejoin program during the school year. Other youth were selected into program based on teacher

recommendations. Additionally, program had an open enrollment option where youth could sign up to program when they were interested.

Program also focused on retaining youth through the end of the year. The goal of program is for youth to attend 30 or more days of program.

c. Activities

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

Summer Activities Offered:

Academic Enrichment	Special Events	Tutoring
All about Africa Summer Activities All about England Ocean Life All about Asia Rainforest Literacy i Ready Reading ELL Tutoring ELL Check-in/ Support Math i Ready Math	Virtual Field Trips Volcanoes South America Penguins in Antarctica Ocean England Desert Camping Asia Amazon Rainforest	Google Classroom Support/ Homework

School Year Activities Offered:

Academic Enrichment	Community Building	STEM	Fine Arts & Crafts	Literacy
Daily Zoom ELL Tutoring Math I-Ready Math Math & Science (Desert Life) Math Club (Math for Love Intervention)	let's get to know each other Practice with Zoom, Google Classroom, and Sea Saw	What do we want to know about STEM Robotic Club	Google Classroom Mind Works	All About the Desert Forest/ Woodland Habitats i-Ready Reading Spooky Halloween Stories Travel Destinations

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 decided 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 Harrah 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: 93

Total 30+ days: 62

Goal: 80

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

Student %	15%	18%	20%	10%	37%
Student #	14	17	19	9	34

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. Harrah experienced low participation and retention numbers. Most of the attendance was in the 90+ day range. Regular attendees accounted for 67% 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 3 years.

Youth Served 3 Year Attendance



Regular Attendee 3 Year Attendance



2018-19

2019-20

2020-21

2018-19

2019-20

2020-21

100% Family Members Served Program Wide (Goal*45)

Served 48 Family Members

This year the Harrah Program held one drive-thru Mind Works material pick-up event for families. Harrah also hosted 37 family activities, these events included: Bilingual Parent Night, Family STEAM Night, and thirty-five sessions of Fortaleciendo Familias. A total of 48 family members were served. Of those family members 13 participated in educational parent events or classes. Below is a review of the total family members served over the last 3 years of the grant.

Family Member 3 Year Attendance



2018-19

2019-20

2020-21

Program offered families a total of 54 hours of family engagement (an average of 5 hours and 24 minutes of family engagement per month) for a duration of 13 months. This average was derived from the total family events offered at the site. Within the final analysis RGI found program was surpassing offering 4 hours per month of family member events and classes. Program was also serving the target population and offering activities. Program is recommended to continue offering family engagement hours and administering family member surveys during the following year.

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. A second survey administered this year was a teacher survey for teachers of regular attendees. This survey measured academic behaviors of youth in grades Kinder- 6th. Additionally, the grant included measuring family member’s participation and knowledge levels through a family member survey. The family member surveys were provided to all participating family members through an online platform.

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.

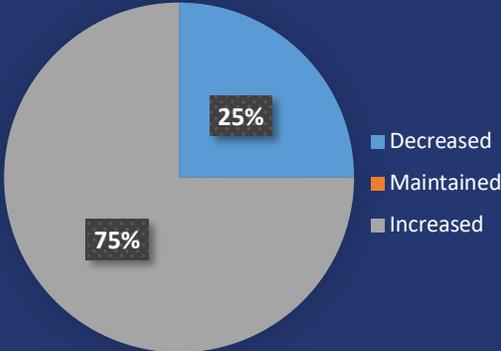
Grant Outcomes			
These outcomes were measured during the 2020- 2021 program year			
Student Performance Outcomes	Target	Cohort Average	Harrah
K-6 regular attendees will increase their SGP for reading	65%	61%	75%
K-6 regular attendees will increase their SGP for math	60%	69%	77%
K-12 regular attendees will increase their reading grades	70%	52%	41%
K-12 regular attendees will increase their math grades	70%	54%	59%
K-6 regular attendees will turn in completed homework on time each day	75%	77%	73%
Parents will increase their knowledge on how to help their children with homework	60%	86%	65%
Parents that participate in classes will increase their educational levels	60%	79%	65%
Five new organizations participate in afterschool and summer programs each year	20	25	8
Partner in-kind contribution will increase each year	\$34,656.06	\$122,165.61	\$24,014.22

Local Academic Data:

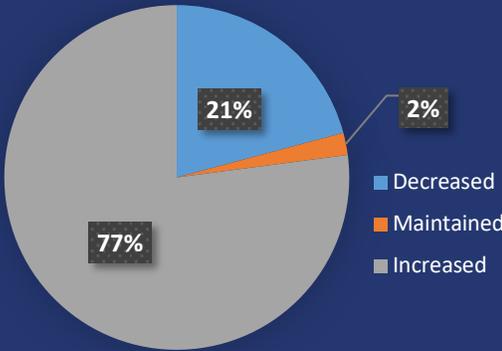
RGI Corporation utilized data results for students who attended the program 30 days or more to demonstrate the research that attending a program for 30 days or more has more impact on youth. RGI reviewed two academic measures to assess the program’s impact on student academic achievement. In working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

The Harrah Program submitted Assessment reading and math scores using Fall 2020 and Spring 2021 data. This included reviewing overall iReady Assessment data for 48 youth in both reading and math. The following charts illustrate these reading and math academic findings:

iReady Overall Reading Scores

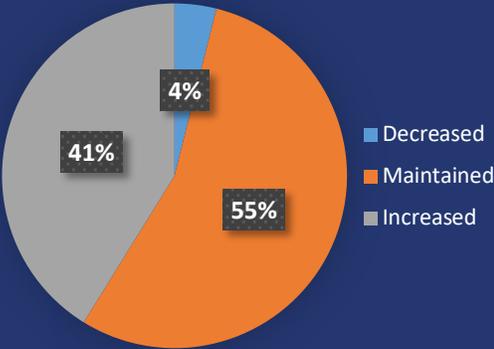


iReady Overall Math Scores

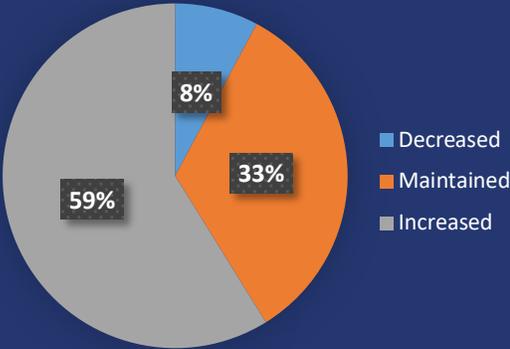


RGI also analyzed youth grades from the Fall 2020, before the students began participating in the after-school program, and from Spring 2021 to measure their academic achievement after being in program. RGI reviewed grades for 51 youth in both reading and math. The following charts illustrate these reading and math academic findings:

Reading Grades



Math Grades



c. Student Behaviors and Attitudes

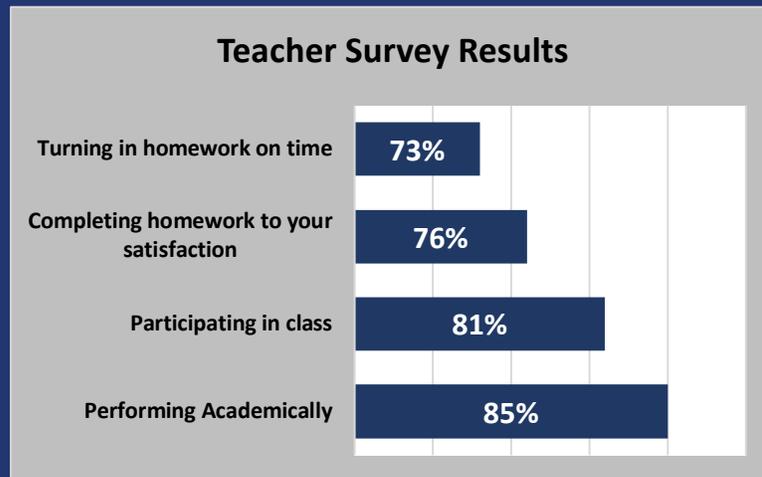
Washington 21st CCLC Spring 2021 Youth Feedback Survey:

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 Harrah 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 Harrah Elementary program, 17 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=17
Experience in 21 st Century (retrospective)	<i>Who makes learning fun</i>	82%
	<i>Who helps me when I have a problem</i>	73%
	<i>Who helps me feel good about myself</i>	55%
	<i>Who I enjoy connecting with</i>	55%

Teacher Survey:

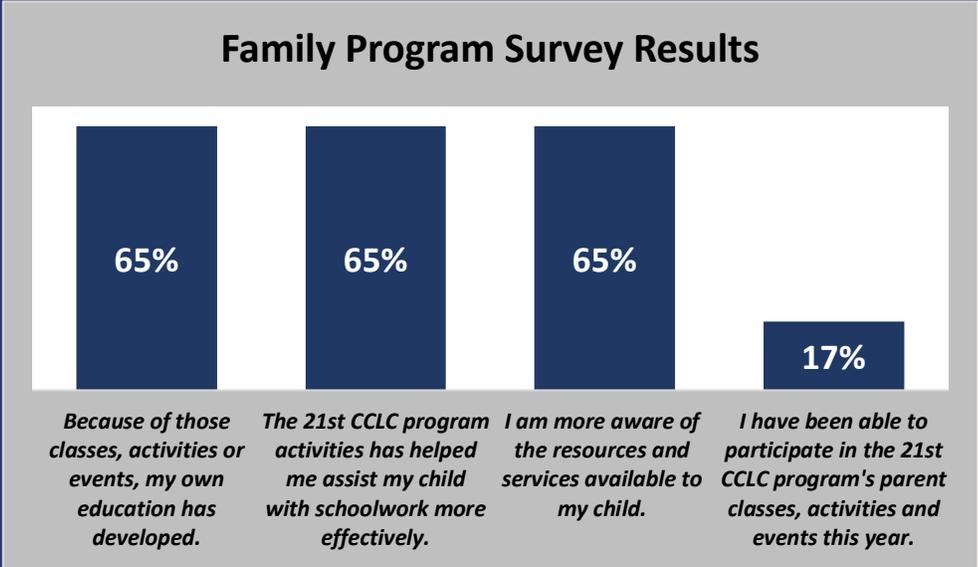
Teacher Surveys were administered to teachers of regular attending youth to measure improvement in class participation, homework submission, homework completion and academic performance. This year, 34 surveys were collected from the Harrah Elementary Program. The largest improvement recognized by the school day teachers over the year was performing academically and class participation. The results are displayed in the following chart:



d. Family Engagement

Family Survey:

A family survey was developed by RGI and administered by the program staff. The purpose of the survey was to measure the level of services being provided to the parents and other family members of the youth participants. A total of 23 surveys were collected. The results below demonstrate the percentage response of 'Strongly Agree' and 'Agree', indicating the respondent agreed with the survey statement.



e. Community Collaborations

Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	Jen Johann, Jamie Brian	\$75.00
Donated Materials	Jen Johann, Stephanie Selfridge, Community Donation, Christina Cordova, Jamie Brian, Childcare Aware, Mt. Adams School District, CARES Grant	\$23,939.22
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2020-21 year		\$24,014.22

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 Harrah 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 and learning loss, 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 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.

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- 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/>
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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.

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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>
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C. Center-based Logic Model

2020-2021 Logic Model- Harrah 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	Harrah Elementary is focused on youth engagement in program, and providing individual youth needs through Social Emotional Learning outlets.	<p>Improve youth online engagement and attendance</p> <p>Improve staff planning for virtual programming</p> <p>Provide youth with SEL support</p>	<p>Staff training: Technology (google classroom)</p> <p>Jaime will lead staff Flip-Grid training</p> <p>Budget: 5 staff member's open technology platform accounts</p> <p>School Counselors</p> <p>SEL Supplies</p> <p>NCAC Director</p> <p>Site Supervisor</p> <p>Technology- Online virtual platforms</p>	<p>Program staff will provide youth K-6 grade weekly surveys on lessons in which they will gather youth feedback for virtual program improvement.</p> <p>Program is using Flip-Grid to assess k-6 grade youth on weekly topics that students will engage with.</p> <p>Program will provide other online platforms that align with google to make program engaging for 3-6 grade youth.</p> <p>Program staff will check in weekly with all youth to provide SEL support outlets via Google Classroom.</p> <p>Program will buy SEL support books for staff to use as resources.</p>	<p>Targeted K-6 grade youth feedback will be incorporated by all staff to adapt weekly lesson.</p> <p>Target k-6 grade youth who participate within Flip Grid will learn about various topics and engage with virtual program content.</p> <p>Targeted youth 3-6 who participate in program will create videos via Flip Grid to interact with content (entry or exit the day) and with all the group.</p> <p>All youth who check in with staff will have an opportunity to talk about anything they would like, and staff will know how to better support them.</p> <p>Staff who read the SEL Support books will apply the strategies to programming.</p>	<p>Program staff will have contact time within Zoom with youth- to work on skills (increase number of participants to 75%).</p> <p>Youth have unmuted microphones and turn on their cameras during Zoom meetings.</p> <p>All youth K-6 grade are providing google classroom feedback through evaluation surveys.</p>

2021-2022 Logic Model- Harrah 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>Academic iReady scores have demonstrated that youth in the area are 2 to 3 grade levels below the standard. Youth have also expressed attitudes towards disliking reading and lacking literacy skills. Program will encourage families and youth participating in academic support to increase literacy awareness. By increasing literacy awareness program will be aligned with the notion that afterschool programs can increase engagement in learning and improve academic achievement.</p>	<p>Program promotes literacy awareness</p> <p>Family Engagement around literacy will increase</p> <p>Youth know how to use their reading tracking log</p>	<p>Write Brain</p> <p>Scholastics</p> <p>Harrah Animated Story</p> <p>Youth Build Program</p> <p>Harrah Public Library</p> <p>Yakama Nation Library</p> <p>Yakima County Library</p> <p>Opportunity and Industrialization Center</p> <p>Educational School District 105</p> <p>Story Bird</p> <p>WE DAY- Global Literacy</p> <p>NCAC Director</p> <p>21st CCLC Program Staff</p> <p>Harrah Elementary School Staff</p> <p>21st CCLC Program Staff</p>	<p>Program will offer Story Bird sessions to all participating youth.</p> <p>All Youth lead and participate in the lending library.</p> <p>Older youth (3rd -6th) will read to younger participating youth (K-1st)</p> <p>Program will offer an iReady Night lead by youth.</p> <p>Program will offer Monthly Family Literacy Workshops.</p> <p>In partnership with the Harrah Local Library during the Summer Program youth and families will participate in a Reading Campaign.</p>	<p>Story Bird Sessions will provide all youth additional opportunities to engage/ practice reading.</p> <p>All youth participating in the lending library will gain leadership skills to make an impact in their community on literacy.</p> <p>Youth (3rd – 6th) will mentor younger youth (K-1st) and be role models.</p> <p>Youth will plan an iReady Night and explain to families how iReady impacts their learning.</p> <p>As measured by a workshop survey 50% of families who attend workshops will gain academic support and literacy awareness.</p> <p>Families of participating youth who attend the reading campaign will obtain a Library card.</p>	<p>Program offers weekly opportunities/ activities for youth to read.</p> <p>Youth iReady participation minutes will increase.</p> <p>Families will create and publish a Write Brain Book together with their youth.</p> <p>30% of Families of participating youth have a library card. 10% of Families will enroll and or continue with a G.E.D.</p>

III. McClure Elementary School

A. Summary

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

The McClure 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 45 family members annually.

a. Strengths & Successes

In an end of the year Site Supervisor survey, Site Supervisor Maria Salaiza noted that due to the pandemic many changes occurred at the elementary site. One being program was held virtually. Hosting program was a success because staff were able to be creative, plan, and engage youth

“As students began to return to school they were still very excited to continue to engage on Zoom for program.”

- Site Supervisor Maria Salaiza

using a virtual platform such as Zoom. Salaiza mentioned, offering program every day was a win, and youth connecting was also a success.

Another success of program was offering opportunities for youth to collaborate with each other. Many of these opportunities were missed by youth as they were not able to socialize with peers due to the hybrid model they were experiencing within the regular school day.

Program focused on providing all youth with the opportunity to connect and collaborate with their peers, through hands-on activities. Through the implementation of these components Salaiza expressed that youth were staying engaged, participation increased, and youth were excited to be a part of 21st Century.

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 McClure 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 Salaiza also shared that a second challenge experienced was the technology aspect of hosting a virtual program. Hosting, navigating, and facilitating a virtual program was an area of growth for the staff because they had never offered a program virtually. Additionally, youth and families also experienced connectivity issues because they themselves had never used virtual platforms such as Zoom. As a site, the barriers were addressed and staff met monthly to discuss areas of need and improvement.

c. Recommendations and Next Steps

As the third year concludes, RGI recommends the McClure 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. Program is also recommended to survey teachers to assess if youth are improving behaviors of submitting homework on time. This will be an important component during the program year because of the lasting effect of learning loss. RGI also recommends site staff 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 22, running for 32 days until August 13, 2020. Summer program was held virtually and operated Monday through Friday for a total of 28 hours 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 exceeded and met.

School Year 2020-21 Program: The school year program operated virtually for 149 days Monday through Thursday beginning September 08, 2020 and ending June 09, 2021. During that time, the program operated after school from 3:15 to 6:15 pm, for a total of 12 hours per week. The grant proposed to offer program five days per week for 35 weeks during the school year, totaling 175 days of program. McClure proposed a program year that operated for a total of 35 weeks or 175 days which was not met. Through virtual program the McClure Elementary 21st Century site met **85%** of the grant goal. Below is a chart displaying the overall days proposed and overall days offered at the site.

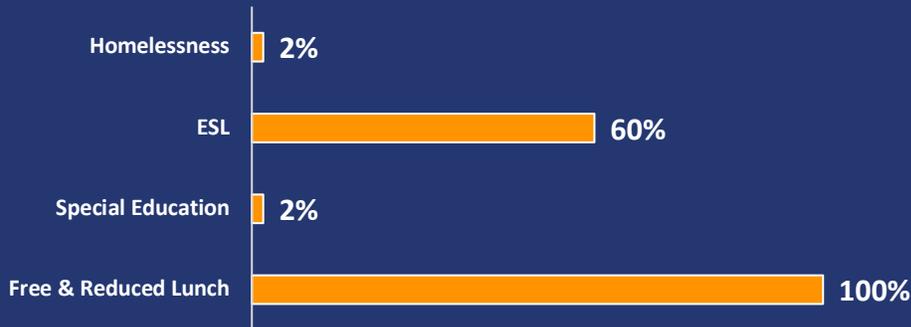
Available Program Days

Summer & School Year



b. Serving the Target Population

Population Served Demographics



Recruitment & Retention: Staff recruited participants by targeting youth who attended previously and made a goal to have those same participant’s siblings enroll. Program also recruited new youth from different grade levels who would benefit from 21st Century. Program also focused on retaining youth throughout the year in effort to increase the number of regular attendees.

c. Activities

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

Summer Activities Offered:

Drama/ Arts	Community Building	Literacy	STEM
Canvas Painting	Phone Calls Icebreakers Project Presentations	Magnetic Letter Writing Board Save the Children Summer Learning Kit Write Brain Book	Bird House Building Kit Fat Brain Making Bracelets Sun Catchers

School Year Activities Offered:

Academic Enrichment	Community Building	STEM	Drama/ Arts	Literacy
Money Math/ Addition Subtraction Quest Tutoring	Social Emotional Check-in Brain Works Lesson Zoom Family Portrait Icebreaker/ Planning Zoom Meet & Greet Show and Tell Zoom Student Showcase Activities	Making a Scrapbook of Family Mother's Day wooden Jewelry Paint Wooden Airplane and test it out Rock Painting Slime & Brain Works Lesson Steam Kaleidoscope STEM Brain Works What makes you happy canvas painting Brain Works Lesson #1-8	Christmas Crafts Coin Purse/ Zip Bag Create & Design canvas banner Penguins in Antarctica Directed Drawing Directed Drawing Olaf and donut DIY Christmas Present Craft DIY Easter Basket & Eggs Drawstring Canvas Painting Fall Canvas Zoom Painting Class	Book Creator DIY Literacy Book Fall Story and Activity Family Portrait and Story Goofy Shamrock/ Roll A Fiction Story Magnetic Dr. Seuss keychains/ Story Telling Monster Ornaments/ Story Telling Read Aloud Thanksgiving Valentines Love Bug and Story

d. Transportation

According to Site Supervisor Salaiza, program does provide bussing however due to virtual programming, transportation was not necessary for the year.

e. Program Quality Assessment

The Youth Program Quality Assessment Tool is an evidence-based assessment developed by the High/Scope Educational Research Foundation to evaluate the effectiveness and quality of youth programs. Due to COVID-19, school closures, and the variation of 21st Century programming across the state, the Office of Superintendent of Public Instruction along with the David P. Weikart Center decided it was 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 McClure 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: **53**

Total 30+ days: **53**

Goal: **80**

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

Student %	100%
Student #	53

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. McClure experienced low participation and retention numbers. All the youth attendance was in the 90+ day range. Regular attendees accounted for 100% 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 3 years.

Youth Served 3 Year Attendance



Regular Attendee 3 Year Attendance



Family Members Served Program Wide (Goal*45)



This year the McClure Program held twelve family events. These events included: Directed Drawing with Family Night, Family Bridge Building Night, Family Scavenger Hunt, Halloween Movie Night and Painting, Information Night, March Distribution Night, Parent Contact and Information Distribution, Parent Information Zoom, Parent Outreach, Parent Read Aloud, Shamrock Directed Drawing and Spark Summer Program Information. A total of 38 family members were served. Of those family members 35 participated in educational parent events. Below is a review of the total family members served over the last 3 years of the grant.

Family Member 3 Year Attendance



Program offered families a total of 20 hours and 30 minutes (an average of 1 hour and 34 minutes of family engagement per month were offered) for a duration of 13 months. This average was derived from the total family parent events offered at the site. Within the final analysis RGI found program was not offering the required 4 hours per month of family engagement. However, program was serving the target population and offering activities. Program is recommended to continue working on this component during the following program year to meet the specified required family engagement time.

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. 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 programing, site staff were unable to carry out the survey. 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 McClure 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	McClure
K-6 regular attendees will increase their SGP for reading	65%	61%	49%
K-12 regular attendees will increase their reading grades	70%	52%	51%
K-12 regular attendees will increase their math grades	70%	54%	30%
Five new organizations participate in afterschool and summer programs each year	20	25	2
Partner in-kind contribution will increase each year	\$750.00	\$122,165.61	\$5,527.00

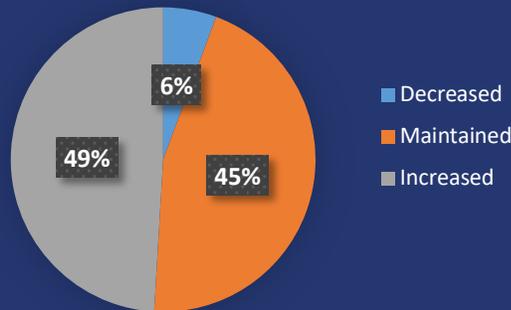
Local Academic Data:

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 site supervisor to identify appropriate measures to

assess student academic gains, the program selected to use **Fountas and Pinnell Scores and Grades**.

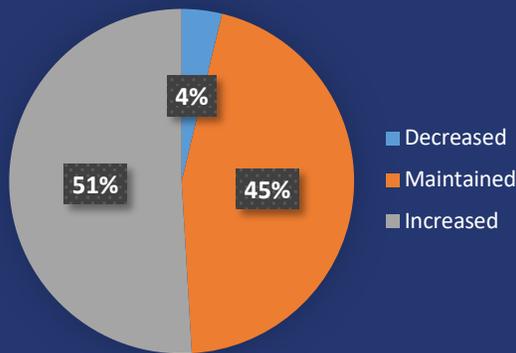
The McClure Program submitted Fountas and Pinnell reading scores using Fall 2020 and Spring 2021 data. This included reviewing data for 53 youth in reading. The following chart illustrates these reading and math academic findings:

Fountas and Pinnell Reading Scores

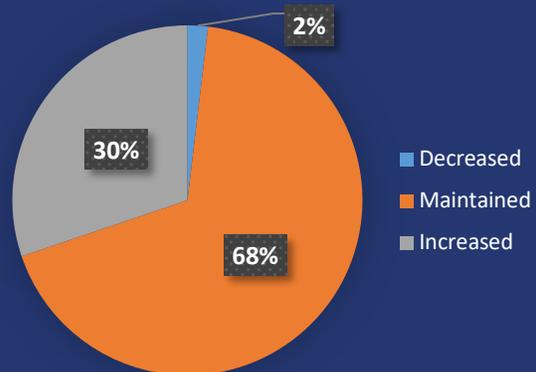


RGI also analyzed youth grades from the Fall 2020 and Spring 2021 to assess youth academic achievement in reading and math. RGI reviewed grades for 53 youth in both reading and math subjects. The following charts illustrate these reading and math academic findings:

Reading Grades



Math Grades



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 Washington 21st CCLC Spring 2021 Youth feedback Survey was developed by the Washington State 21st CCLC Evaluators, American Institutes for Research. This survey proposed to measure youth

McClure Elementary School

experience in 21st Century during the pandemic. No surveys were submitted on behalf of McClure therefore no data was available for the 2020-2021 program year.

Teacher Survey:

The grant also proposed to survey teachers of regular attending youth to measure improvement in class participation, homework submission, homework completion and academic performance. This year, due to virtual programming surveys were not administered at the McClure Elementary Program. RGI recommends, program develop a plan to administer teacher surveys during the 2021-2022 program year.

d. Family Engagement

Family Survey:

A family survey was developed by RGI and provided to program staff. The purpose of the survey was to measure the level of services being provided to the parents and other family members of the youth participants. Due to virtual programming, the McClure program ran into barriers to collect certain data pieces. As a result, family surveys were not submitted on behalf of the 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	-	-
Donated Materials	Childcare Aware, CARES Grant	\$5,527.00
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2020-21 year		\$5,527.00

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 McClure Program continue to offer family engagement services. Including providing 4 hours per month of family engagement offerings and or classes. 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 and learning loss, 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. Program is recommended to track community collaborations using the RGI provided tool. The goal of program is to work towards sustaining 21st Century 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 as things begin to normalize.

Program Quality: The McClure 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 back in March of 2020, program was urged to serve youth through any means. Moving to a virtual space and working to provide youth a balance of screen time in the 2020-2021 school year was a challenge. RGI recommends for program to make efforts to provide programming for as much of the program hours as possible, whether through in-person offerings, videos, or self-directed activities for the 2021-2022 school year.

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_%20Emergency_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>
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C. Center-based Logic Model

2020-2021 Logic Model- McClure 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 COVID and school closures, many youth have been affected by the learning loss. Youth do not have opportunities to socialize with their peers, do not count with resources to understand what is happening, and program will help provide hands-on learning virtually during these tough times.</p>	<p>Improve youth voice and choice via virtual programming.</p> <p>Improve and increase youth engagement</p> <p>Provide SEL support to program participants</p>	<p>Materials- Reading and STEM Kits</p> <p>NCAC Director</p> <p>Site Supervisor</p> <p>Program staff</p> <p>Mind Works Curriculum</p> <p>Write-Brain</p> <p>Funding</p> <p>School Counselor</p> <p>School Administration</p> <p>Technology- Zoom, Google Classroom</p>	<p>During virtual program weekly Zoom Meetings, program staff will provide intentional youth feedback and reflection time to all grade levels.</p> <p>All youth will be provided a reading and STEM kit to complete a variety of projects. (Bird house, magnetic word builder, build)</p> <p>Program staff will check-in via phone calls with all youth one on one. Staff ask youth: how they are doing, what do you look forward too, and ask youth what they would like to talk about.</p>	<p>All youth who participate in weekly Zoom Meetings have an opportunity to ask staff project questions, reflect, and share projects/ activities with the group.</p> <p>Youth who are provided kits complete 1 project, use their imagination to build different things, and engage with hands-on reading and STEM activities.</p> <p>Staff who check in with youth gather activity feedback. Youth who check-in with staff are provided SEL support and are provided different outlets to express themselves.</p>	<p>Virtual program provides youth input and leadership.</p> <p>All youth who received a material kit will engage with material and 75% will complete one project.</p> <p>Program staff will check-in one on one with all youth a minimum of once a week.</p>

2021-2022 Logic Model- McClure 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>21st CCLC Staff noticed a school wide lack of technology use/ resource accessibility. Program will provide a variety of activities via Google Classroom. In providing this opportunity youth will enhance their technology usage of virtual platforms. Program accessibility to both youth and parents/ guardians will increase youth participation and parent participation. Research indicates that family involvement in afterschool environment can have a positive impact on youth development.</p>	<p>Program staff know how to use virtual platforms to share activities amongst each other and communicate</p> <p>Youth are developing leadership skills and becoming mentors</p> <p>Parents/ guardians connectedness to school increase</p>	<p>21st CCLC Funding</p> <p>NCAC Director</p> <p>Mind Works- STEM Lessons</p> <p>Supplies- Kits (STEM, Art, Create Story book) Scholastic Books</p> <p>Partnerships- SNAP ED.</p> <p>Technology Platforms- Google Classroom & Kahoots</p> <p>21st CCLC Program Staff</p> <p>McClure School Administration</p>	<p>All youth will participate in a variety of STEM Activities. Ex: Bridges, Weight, Slime</p> <p>Mind Works</p> <p>Program staff member will provide a how to use Kahoots for all 21st CCLC staff as well as how to use breakout rooms.</p> <p>Program staff utilize Screen Casetify for virtual programming.</p> <p>All participating youth have accessibility to program material at all times.</p> <p>All youth participate in Art during the Spring. Youth will engage in a variety of Art Sessions. Ex: Create tote bags, paint, creative art</p>	<p>Staff feel comfortable using Kahoots more often and breaking youth up into small groups.</p> <p>Youth participating in breakout rooms will get to know each other, share, and take lead.</p> <p>All Youth who have access to program material can participate in 21st CCLC. Youth who are unable to stay in in-person program can still receive enrichment activities.</p> <p>Participating youth in Art reflect and share their final products. Youth gain a sense of confidence through the completion of their Art products.</p>	<p>70% of program staff are sharing and communicating with each other quarterly to continuously improve program.</p> <p>All participating program youth during breaks and or holidays engage with virtual program material.</p> <p>Youth in grades 4th- 5th display an increase of confidence while navigating virtual platforms.</p> <p>Staff communicate with parents constantly. Ex: reminders, phone calls, zoom youth meetings</p>

III. Mount Adams Center

A. Summary

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

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

a. Strengths & Successes

In an end of the year Site Supervisor survey, Site Supervisor Shelly Craig expressed that one success that made staff happy was being able to offer program to all students who wanted to participate. During previous years of program, due to transportation issues, many students often missed out on program and activities. However,

“The asynchronous parent offering Fortaleciendo Familias, was a success that families enjoyed. The offering met the needs of families during the pandemic!”

- Site Supervisor Shelly Craig

this year due to virtual programming youth who had previously missed out on the opportunity to be a part of 21st Century were able to connect virtually and participate.

Another success noted by Craig was receiving honest feedback from participating students. Students would express their need to meet social emotional needs and decompress from online

school day instruction. Many students who did not like to have their cameras on during the online sessions, built relationships with staff and peers. As a result of program meeting the needs of youth, those same youth felt comfortable to have cameras turned on and were engaging in conversations more at the end of program. According to Craig Virtual program, served less youth however youth who participated were interested and looking forward to program. Program was meaningful to those who participated and that is a strength program has which is to provide a sense of belonging and connection.

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 Mt. Adams 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.

In an end of the year Site Supervisor survey, Site Supervisor Craig conveyed that time was a barrier. This was caused by the many schedule's schools had and staff working for different campuses. According to Craig the district was reluctant to allow 21st CCLC staff to support students during staffs contracted time, when previously it was a working collaboration.

Additionally, program struggled to receive supplies in a timely manner due to many orders being on back-order. When supplies were received, due to the geographical location and how wide-spread homes are in the area, the delivery of supplies to youth was difficult. When supplies were not delivered, getting youth to pick-up supplies was a challenge.

Another challenge mentioned by Craig was not being able to offer cooking activities. This offering had previously been a success prior to the school shutdown and due to virtual programming staff were not able to provide the offering. Voice and choice were not provided within this specific interest of cooking because of how program was structured.

c. Recommendations and Next Steps

As the third year concludes, RGI recommends the Mt. Adams Program focus on the recruitment and retention of youth. Program met the target goal for regular attendees; however, youth will need additional support after experiencing a year of Hybrid Learning Models within the regular school day as well as suffering from learning loss. Program services would benefit these specific students. RGI also recommends site staff 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-PQA 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

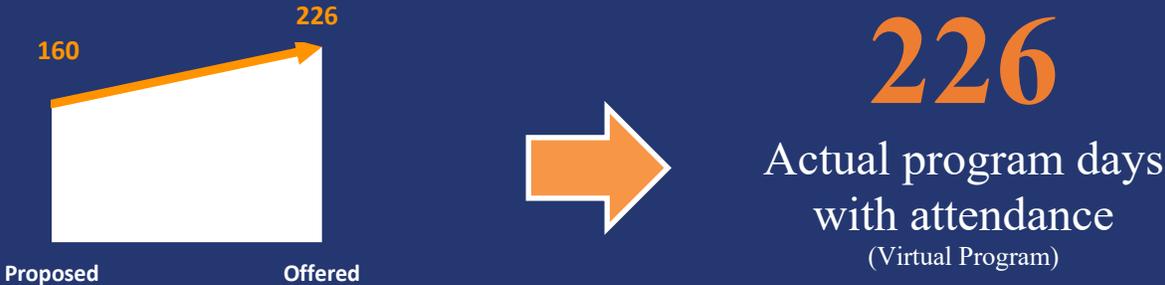
RGI reviewed the year’s operations, population served, activities, transportation and program quality to measure level of implementation and alignment to the grant, even with the challenges of virtual program. The following was found:

a. Operations

Summer 2020 Program: The program year began with a summer session on June 08, running for 40 days until August 13, 2020. Summer program was held virtually and operated Monday through Thursday for a total of 19 hours each 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.

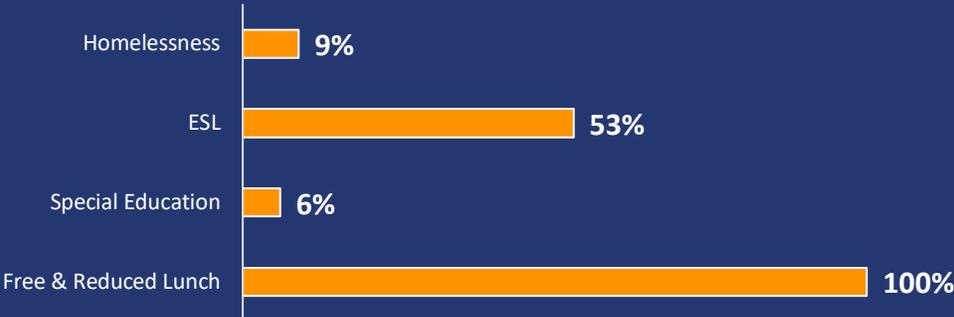
School Year 2020-21 Program: The school year program operated virtually for 186 days Monday through Friday beginning September 08, 2020 and ending June 10, 2021. During that time, the program operated before school from 8:00 to 8:30 am and after school from 4:00 to 6:00 pm, for a total of 12 hours and 30 minutes per week. The grant proposed to offer program four days per week for 35 weeks during the school year, totaling 140 days of program. Mt. Adams proposed a program year that operated for a total 140 days and met the target goal. Through virtual program the Mt. Adams 21st Century site met **133%** of the grant goal. Below is a chart displaying the overall days Summer and School Year days proposed and overall days offered at the site.

Available Program Days
Summer & School Year



b. Serving the Target Population

Population Served Demographics



Recruitment & Retention: Staff recruited youth by targeting previous year participants. Site staff called these students to notify them about program and enrollment. Staff also focused on recruiting these target students' siblings. Additionally, program partnered with other organizations and recruited the students participating within those organizations in effort to increase participation and retention.

c. Activities

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

Summer Activities Offered:

Academic Enrichment	Community Building	Fine Arts & Crafts	Technology Skills	Tutoring	STEM
Native Voices Arts Academy Summer Writers-Brain Works	Character Strong-Kindness Journal & Check-in	Smart Summer Crafts	App Summer Camp- MAD Learn	PLATO English Math Science History Summer 2020	Summer Rocket Club

School Year Activities Offered:

Academic Enrichment	Community Building	Fine Arts & Crafts	Technology Skills	Health/ Nutrition	STEM
Mini Native Voices Arts Academy SEL- Character Strong AM Tutoring Homework Support/ Intervention Homework Help GEAR- UP tutoring	SEL- Character Strong/ Generation Wellness SEL- Check in and Glitter Calming Bottles SEL- Check in and Let's Paint SEL- Gorwth Mindset/ CS	Choice Board- Arts and Crafts Mindworks Kits	Arduino Boards- MESA Coding with Arduino Boards MESA Flight Certification MESA- Arduino Boards MESA Arduino Boards Videos	Let's get fit (Yoga, walking/ running) Traditional Foods (Native VOices Art Academy)	Let's Build Rockets Mindworks/ STEM Club- rockets, coding, MESA fat brain Paper Circuits STEM CLub- Rockets, Apps, FatBrain Toys, Coding Virtual STEM/ Art (Lakeshore & MESA)

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 decided 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 Mt. Adams 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

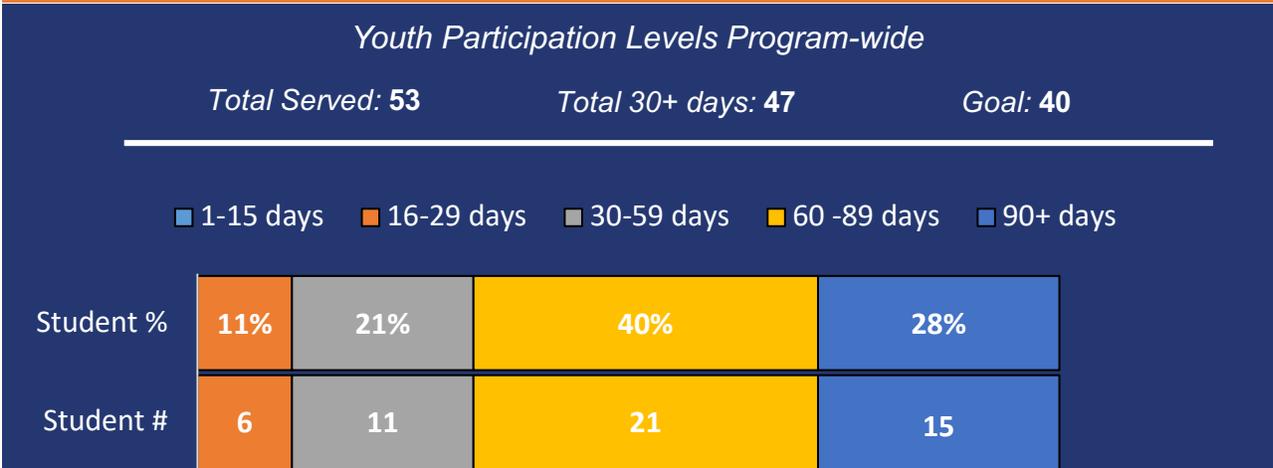
A. Outcome Evaluation Plan

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 40 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



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. Mt. Adams experienced low participation and

retention numbers however the site did meet their goal. Most of the attendance was in the 60-89 day range. Regular attendees accounted for 89% 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 3 years.

Youth Served 3 Year Attendance



Regular Attendee 3 Year Attendance



100% Family Members Served Program Wide (Goal*30)

Served 33 Family Members

This year the Mt. Adams Program held many family events. Mt. Adams had multiple drive-thru events for material pick-up and delivery of supplies. Program also held 46 family events. These events included: Family Cookie Night, fourteen sessions of Fortaleciendo Familias, Hazel Heal Parent Information Night, Mesa Family Night, Robots on Mars Virtual Tour, SEL Glitter Calming Bottles, SEL Let’s Paint, STEAM Family Night, Summer Rocket Launch, and sixteen Virtual Field Trips. A total of 33 family members were served. Of those family members, 31 participated in educational parent events or classes. Below is a review of the total family members served over the last 3 years of the grant.

Family Member 3 Year Attendance



Program offered families a total of 106 hours (an average of 8 hours and 9 minutes of family engagement per month) for a duration of 13 months. This average was derived from the total family events offered. Within the final analysis RGI found program exceeded offering 4 hours

per month of family engagement. Program was also serving the target population and offering activities as proposed. Program is recommended to continue offering family engagement hours and administering family member surveys during the following year.

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 included measuring student behaviors using the Youth Skills and Belief Survey for direct student feedback. Similarly, to state testing the survey was postponed until Spring 2022. Mt. Adams Center also set out to measure college readiness for youth 9th -12th grade using a Post-secondary Education Survey. Additionally, the grant included measuring family member’s participation and knowledge levels through family member surveys.

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.

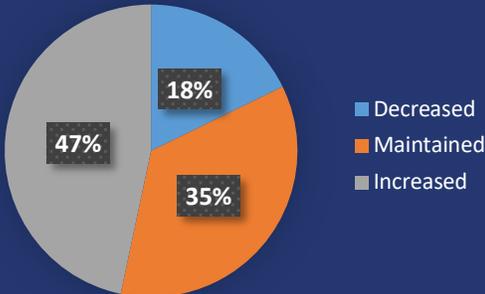
Grant Outcomes			
These outcomes were measured during the 2020- 2021 program year			
Student Performance Outcomes	Target	Cohort Average	Mt. Adams
K-12 regular attendees will increase their reading grades	70%	52%	47%
K-12 regular attendees will increase their math grades	70%	54%	51%
6-12 regular attendees will be on track to graduate H.S.	85%	57%	57%
9-12 participants will increase their college readiness	75%	50%	50%
Parents will increase their knowledge on how to help their children with homework	60%	86%	100%
Parents that participate in classes will increase their educational levels	60%	79%	100%
Five new organizations participate in afterschool and summer programs each year	20	25	11
Partner in-kind contribution will increase each year	\$78,187.42	\$122,165.61	\$83,191.24

Local Academic Data:

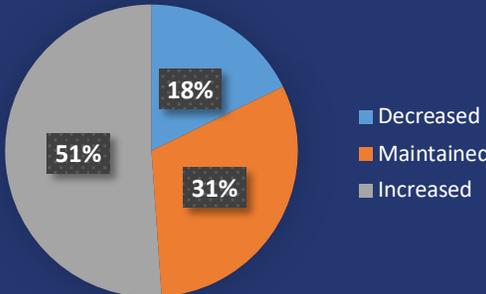
RGI Corporation utilized data results for students who attended the program 30 days or more to demonstrate the research that attending a program for 30 days or more has more impact on youth. RGI reviewed two academic measures to assess the program’s impact on student academic achievement prior to COVID-19. In working with the school to identify appropriate measures to assess student academic gains, the program selected to use **Grades** and **Graduation Credit Accumulation**.

The Mt. Adams Center submitted Grades for reading and math using Fall 2020 and Spring 2021 data. This included reviewing grades for 45 youth in both reading and math subjects. The following charts illustrate these reading and math academic findings:

Reading Grades

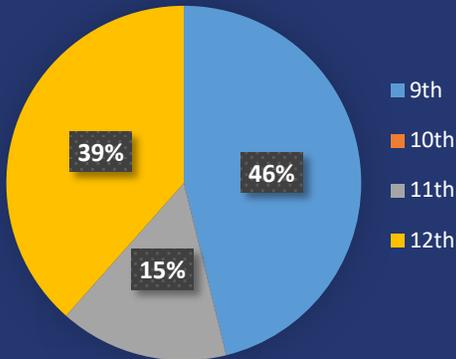


Math Grades

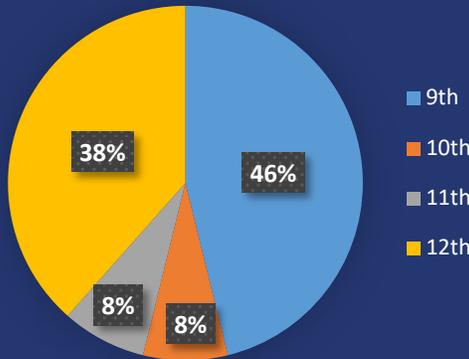


RGI also analyzed youth reading and math credits earned to determine the percentage of regular attendees that were on track to graduate Fall 2020 through Spring 2021. RGI reviewed credits for 23 youth in grades 9th -12th in both reading and math. The following charts illustrate these reading and math academic findings:

57% of Youth Met Graduation Requirements in Reading



57% of Youth Met Graduation Requirements in Math



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 Mt. Adams 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 Mt. Adams Center, 18 regular attendees took the survey in Spring 2021.

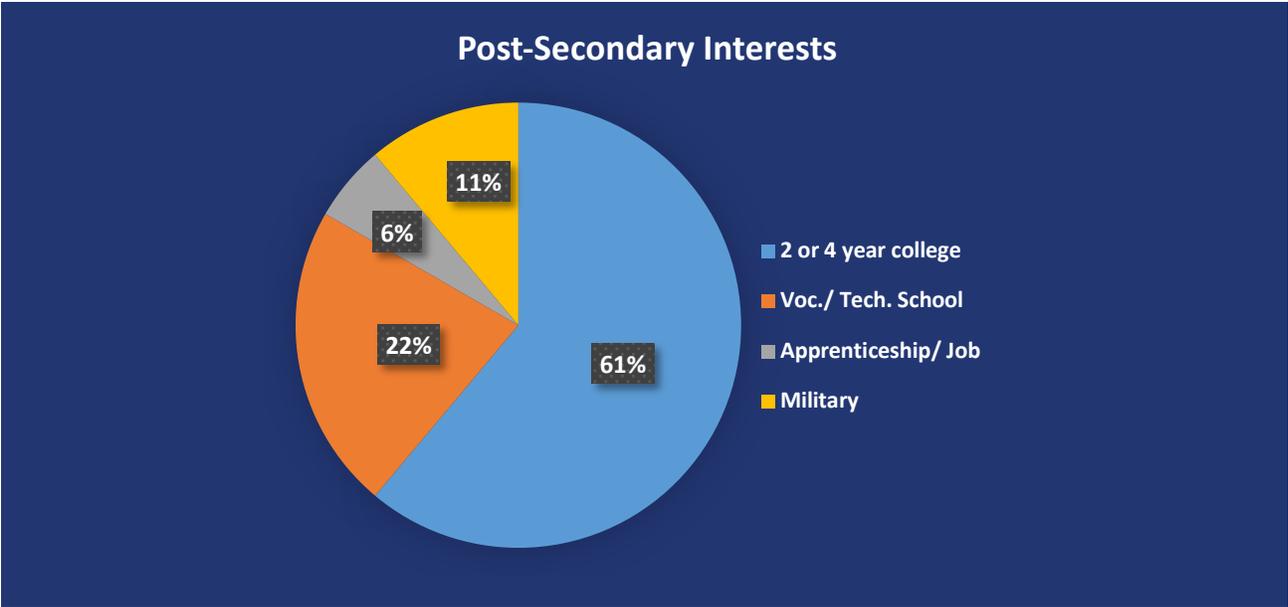
Program Scale	Scale Statement: <i>There is an afterschool staff member, like a teacher, ...</i>	Percentage of youth who answered Completely true
		2020-21 N=18
Experience in 21 st Century (retrospective)	<i>Who makes learning fun</i>	22%
	<i>Who helps me when I have a problem</i>	22%
	<i>Who helps me feel good about myself</i>	22%
	<i>Who I enjoy connecting with</i>	22%

Post-Secondary Survey:

Student’s 9th through 12th at the Mt. Adams Center were also surveyed to measure college readiness awareness. A total of 18 regular attending program students were administered a post-secondary survey created by RGI. The survey asked students to indicate the number post-secondary activities they completed that year. Listed on the survey, were a total of 12 college readiness activities, 9 career readiness activities and one military activity. The following table details these post-secondary findings:

% Participation in Post-Secondary Activities		
	College Readiness Tasks (12 total)	Career Readiness Tasks (9 total)
1-4 tasks	33%	44%
5-8 tasks	17%	0%
9-12 tasks	0%	0%

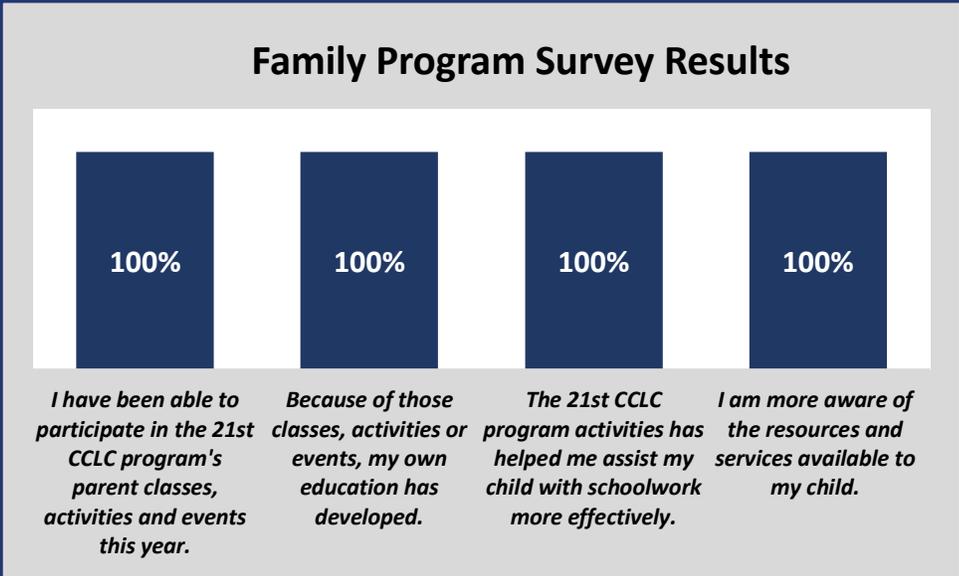
Of the 18 regular attending students who were surveyed, a total of 50% of students participated in college readiness activities. Additionally, of those students 44% expressed an interest in career readiness, 8 of them completed tasks towards career readiness. To further analyze Post-Secondary options RGI found 11 students expressed interest in 2 or 4 year College, 4 students expressed interest in Vocational School/ Technical School, 1 student expressed interest in an Apprenticeship/Job, and 2 students expressed interest in the Military. The following graph illustrates these findings:



d. Family Engagement

Family Survey:

A family survey was developed by RGI and administered by the program staff. The purpose of the survey was to measure the level of services being provided to the parents and other family members of the youth participants. A total of 13 surveys were collected. The results below demonstrate the percentage response of 'Strongly Agree' and 'Agree', indicating the respondent agreed with the survey statement.



Mount Adams Center

e. Community Collaborations		
Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	Mt. Adams School District, Mt. Adams GEAR-UP, First Nation MESA, White Swan Community Coalition, White Swan Dream Makers, Northwest Earth and Space Science Pipeline, Arts Impact	\$59,350.00
Donated Materials	White Swan Community Members, Mt. Adams School District, Community Members, Childcare Aware, CARES Grant, White Swan Dream Makers	\$10,941.24
Volunteers & Staffing	Mt. Adams GEAR-UP, First Nation Mesa, Arts Impact	\$12,000.00
Other	-	-
Total Contributions for the 2020-21 year		\$83,191.24

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 past year to fit 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 Mt. Adams Center 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 and increase in learning loss, so partnerships are essential for staff to have available to provide support as needed. Beyond providing these services, collecting family member surveys for all family member served is important. Without administering a survey, parent educational levels are not measured, it prevents reflection later in the year for program as well. Administering a survey helps collect data for required reporting purposes.

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 back in March of 2020, program was urged to serve youth through any means. Moving to a virtual space and working to provide youth a balance of screen time in the 2020-2021 school year was a challenge. RGI recommends for program to make efforts to provide programming for as much of the program hours as possible, whether through in-person offerings, videos, or self-directed activities for the 2021-2022 school year.

Program Quality: The Mt. Adams 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 program quality 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/>

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 %20Emergency Absence%20Rule .pdf](https://www.k12.wa.us/sites/default/files/public/bulletinsmemos/bulletins2020/B064-20%20Emergency%20Absence%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/>
 - Turnaround For Children – Three R's: <https://turnaroundusa.org/wp-content/uploads/2020/04/Turnaround-for-Children-Three-Rs-EdNx.pdf>
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C. Center-based Logic Model

2020-2021 Logic Model- Mount Adams Center					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>Due to low youth program attendance and interaction with staff, program is focused on helping youth connect with program to understand school requirements by providing a place where youth can receive academic, social, and emotional support.</p>	<p>Increase Social Emotional Learning</p> <p>Provide youth the opportunity to discuss and interact in a positive way</p>	<p>Funding</p> <p>Staffing</p> <p>School Counselor</p> <p>Graduation specialist</p> <p>Character Strong Curriculum</p> <p>Technology- Zoom and Google Classroom</p> <p>NCAC Director</p> <p>Site Supervisor</p>	<p>Program will provide high school youth 9-12 grade service projects.</p> <p>Program will provide High School youth 9-12 post-secondary offerings/ activities.</p> <p>Program staff will check-in with students in person and via Zoom and Google Classroom weekly.</p> <p>Program will incorporate Character Strong Curriculum to provide all participating youth SEL and support.</p>	<p>Program will collaborate with community coalition to provide awareness for alcohol, drug, and demystify prevention through sticker service project for high school youth 9-12 grade.</p> <p>Program will collaborate with Gear-up and graduation specialist to provide high school youth 9-12 grade presentations, career fairs, programing, and field trips. Youth will learn about post-graduation options.</p> <p>All program staff will check in with current active youth during school lunch pick-up time and through online platforms weekly.</p> <p>Program Coordinator and staff will use a kindness journal at least twice a week, developed through the Character Strong Curriculum in partnership with the school to provide youth a SEL outlet.</p>	<p>18 youth in grades 9-12 are attending virtual program.</p> <p>Increase youth 9-12 grade program engagement and participation.</p> <p>Program staff checks in weekly with all program youth.</p> <p>Increase program support and SEL via virtual program.</p>

2021-2022 Logic Model- Mount Adams Center					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>Due to COVID and statewide school closures, social emotional learning is needed to better support youth. Many youth in the area do not understand credits are a requirement to be able to graduate even though school is remote. Youth need to be academically supported during these unique times, so they are successful, and the learning loss gap is minimized. According to research comprehensive high quality afterschool activities encompass academic support and enrichment, social skills, and youth development as well as mental wellness through a combination of formal and informal learning environments. By providing a quality program staff will increase youth's self-confidence and help them graduate.</p>	<p>Staff increases resources that program can partner with</p> <p>Provide behavioral resources for both youth and families</p> <p>Program offers youth credit retrieval</p>	<p>Partnerships- White Swan Community Coalition, Farm Works Behavioral Services, Yakama Nation Behavioral Services, Gear-Up, Dream Makers</p> <p>White Swan Counselor</p> <p>Graduation Specialist</p> <p>21st CCLC Funding</p> <p>NCAC Director</p> <p>21st CCLC Program Staff</p> <p>Program Supervisor</p> <p>Supplies- Mind Works</p>	<p>Program offers 4-monthly hours of family engagement centering around mental health and Social Emotional Learning.</p> <p>Program creates lessons/ activities to help bring awareness to Mental Health. Program provides resources and or referrals to local support.</p> <p>Prevention Programs</p> <p>Program offers fine and performing arts activities weekly for one hour to all participating youth.</p> <p>Program offers subject specific support, tutoring, mentoring weekly to youth in grades 7th-12th.</p>	<p>Participating youth and families attending family engagement activities gain mental health awareness, knowledge of additional resources, and what is mental health.</p> <p>Participating youth and families attending family engagement activities gain SEL awareness, knowledge of additional local resources, what is SEL, and learn different outlets.</p> <p>All participating youth who attend fine arts and prevention programs feel a sense of connectedness to peers, staff, and school.</p> <p>Youth who are falling behind in subject areas are completing and fulfilling grade level requirements.</p> <p>All youth participating in program academic support have a safe learning environment to ask questions.</p>	<p>Youth and families recognize there are resources available and ask for help.</p> <p>40% of Youth check-in with themselves and demonstrate self-awareness if needs are met.</p> <p>Youth participating in program increase school participation. 50% of 9-12 grades will increase credit level requirements.</p>