

21st CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL TIME | Cohort 16

NCAC | EXECUTIVE SUMMARY
EVALUATION REPORT | 2020 – 2021

Grandview 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 second year of this 21st Century Community Learning Centers (21st CCLC) grant program. The 21st CCLC Adelante con Aprender (Ahead with Learning) program is a partnership with the Sunnyside and Grandview School Districts and community partners. The 21st CCLC Program offers after-school programs and parent educational opportunities. The program proposed to enroll a total of 340 students, of those students 290 will attend 30 or more days of program. The program also proposed to serve 150 parents across the three sites. This five-year 21st CCLC grant program is funded by the Office of Superintendent of Public Instruction (OSPI). The project is being evaluated by RGI Corporation, an independent local educational evaluation corporation.

A. Highlights & Achievements

251 Youth served

168 Family members served

3 Afterschool sites

182 Days of afterschool

10 Different parent trainings

91% Youth increased Math skills

83% Youth increased Reading skills

48% Regular attendee goal met

65% Youth attended 90+ days of program

12 Community Partnerships

Demographics

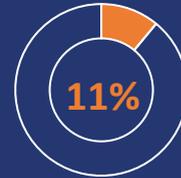
Youth: 251 Total Students in Grade K-8



Low-income



Hispanic



Special Ed.



Female



Minority



ELL



Bilingual



Male

Family Members

10

Total activities

401

Total hours of family engagement

20

Participated in literacy based activities

B. Overview of Centers

Grandview Middle School– Grandview, WA

Grades 6-8

Summer Program

- Operated June 23, 2020 - August 6, 2020 for 24 program days
- Served 57 students operating 10:30 AM to 7:00 PM Monday – Thursday

Before School

- Operated September 14, 2020 – June 03, 2021 for 136 program days
- Served 61 students operating 7:15 to 8:00 AM Monday – Friday

After School

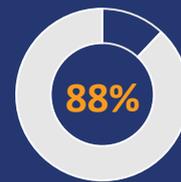
- Operated September 14, 2020 – June 03, 2021 for 136 program days
- Served 61 students operating 3:00 to 5:15 PM Monday – Friday
- Offered Academic Assistance in enrichments in Reading and Math
- Special Focus included STEM, SEL, Health & Nutrition, Fine Arts.



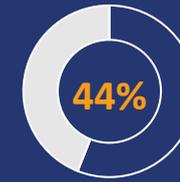
Low-income



Minority



Hispanic



ELL

Pioneer Elementary – Sunnyside, WA

Grades K-5

Summer Program

- Operated June 29, 2020 - August 13, 2020 for 28 program days
- Served 14 students operating 9:00 AM to 12:00 PM Monday – Thursday

After School

- Operated September 15, 2020 – June 11, 2021 for 177 program days
- Served 51 students operating 3:30 to 7:00 PM Monday – Friday
- Offered Academic Assistance in enrichments in Reading and Math
- Special Focus included STEM, Arts, and Mentoring.



Low-income



Minority



Hispanic



ELL

Outlook Elementary – Sunnyside, WA

Grades K-5

Summer Program

- Operated June 29, 2020 - August 13, 2020 for 28 program days
- Served 40 students operating 4:00 to 6:30 PM Monday – Thursday

After School

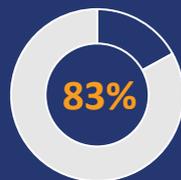
- Operated September 17, 2020 – June 10, 2021 for 182 program days
- Served 73 students operating 4:00 to 6:30 PM Monday – Friday
- Offered Academic Assistance in enrichments in Reading and Math
- Special Focus included STEAM, ELA, Botany Life Science, SEL.



Low-income



Minority



Hispanic



ELL

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: The Yakima Valley (our world) in rural eastern Washington is economically distressed, educationally disadvantaged and geographically isolated. Schools in the area are rural and have been overwhelmed and transformed into a majority Hispanic English Language Learners. Target schools serve a large percentage of minority students, a high percentage of limited English proficient students, a high number of migrant/ immigrant children with high poverty levels. These high poverty rates adversely impact educational attainment. These students are some of the state’s lowest academic achievers based on state math/reading test scores. Lastly, these migrant/ immigrant children’s acculturation and assimilation into the local towns and US schools are adversely impacted.

Attendance – All Centers 2020-21

Youth Participation Levels Grant Wide

Days	1-15	16-29	30-59	60-89	90+	Total 30+ days 139
Student #	46	66	28	21	90	Total Served 251
Student %	18%	26%	11%	8%	36%	

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 290 students for 30 or more days across all centers was not met. Research has found that attending 30 days or more of programming positively impacts learning.

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

Served 168 Members

Regular Attendee Served Year 2 Attendance



Family Member Served Year 2 Attendance



Washington 21st CCLC Spring 2021 Youth Feedback Survey

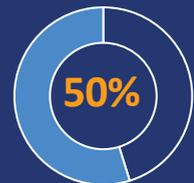
Youth experience in 21st Century during this extraordinary year was measured by the Washington 21st CCLC Spring 2021 Youth Feedback Survey. The total percentages for each statement were calculated by analyzing how many youth answered. Across the three sites, 9 regular attendees took the survey in Spring 2021. Below, a few statements are highlighted: “There is an afterschool staff member, like a teacher...”



Who helps me when I have a problem.



Who makes learning fun.



Who I enjoy connecting with.

D. State and local outcomes

Coronavirus Impacts State and Local Testing: Due to the school closures, the state SBAC testing was cancelled in 2020 and postponed in 2021, which is administered in the Spring of each year. The postponed state testing impacted the ability for evaluators and schools to measure proficiency gains in reading and math. Several of NCAC's 21st CCLC Program's measurable outcomes include assessing "increases in academic achievement" in reading and math. Consequently, without any test data results, these outcomes will be measured using local data. Furthermore, the grant also included measuring student behaviors using the Youth Skills and Belief Survey for direct student feedback. Similarly, to state testing the survey was also postponed until Spring 2022. 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-8 regular attendees increase their SGP for reading	65%	83%
K-8 regular attendees will increase in their SGP for math	60%	91%
6-8 per Grandview MS regular attendees will be on track to enter H.S. each year	70%	51%
Parents that participate in classes will increase their educational levels	60%	75%

Suggested Improvements

Data Editing Schedule: Directors, Site Supervisors and staff should work together with the Site Supervisors to define a demographic editing schedule for this upcoming year. This will lessen the burden of all parties at the end of the year in the final data review. A monthly process is recommended.

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

Family Engagement: It is strongly recommended for programs to begin serving family members and tracking their attendance. The grant included measuring educational levels 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 for distant learning. Using surveys as a data collection method will help staff assess efforts made, successes achieved and continuing supports.

Connection to School Building Teachers: It is recommended program review its services for the year and connect with school day teachers. As programs kick off year two through virtual programming, RGI recommends connecting with school day teachers become a focus to better support youth and families as they navigate distance learning . Additionally, aligning day school learning with program will lesson the loss of learning.

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

21st CENTURY COMMUNITY LEARNING CENTERS

OUT OF SCHOOL: C. 16

NCAC | FACT SHEET | 2020-21

Grandview School District
Sunnyside School District

*Produced by RGI Corporation

Grantee Partners

Northwest
Community
Action Center

Grandview
School District

Sunnyside
School District

MAP



Operated 3 after school centers in Year 2

Grandview Middle School



Summer: 6 weeks
Before School: 7:15 – 8:00 AM
After School: 3:00 – 5:15 PM

Outlook Elementary



Summer: 7 weeks
After School: 4:00 – 6:30 PM

Pioneer Elementary



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

Student Demographics



Low-income



Special Ed.



Minority



ELL



Hispanic



Homelessness

Activities

- Fine Arts & Crafts
- Health/Nutrition
- Community Service
- English Language Arts
- STEAM
- Mentoring
- Homework Help
- Social Emotional Learning

Findings

251 Youth served

Served Youth in grades **1-8**

55% Regular Attending program youth

Met **48%** of Regular Attendee goal

III. Grandview Middle School

A. Summary

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at Grandview Middle School for the 2020-21 program year, encompassing the program from Summer 2020 to Spring 2021.

The Grandview Middle School goal is to provide extended day academic assistance and enrichment activities for 90 youth for 30 or more days annually through the five-year grant. The program also proposed to provide education courses/literacy activities for 50 family members annually.

a. Strengths & Successes

In an end of the year Site Supervisor interview, Site Supervisor Patricia Veach conveyed student's presence in virtual program as a success. Supervisor Veach expressed that although youth were not 100% engaged, they were present and doing the activities to the best of their ability. Being present during a tough year is a win according to Veach because youth were trying and that is all that staff could ask of youth. Veach also added that 80% of youth participants were actively engaging in program and engagement was much higher for program than the regular school day.

Another success mentioned was the variety of activities provided to youth. Even through virtual program, staff were able to implement STEAM/ STEM, Arts and Crafts, and Social Emotional Learning. The activities were very helpful to youth as they used the activities to express how they were feeling. Youth were also given the opportunity to share with peers and staff and learn from the experiences of other. Providing an opportunity to talk as a group was very important as many youth were experiencing the same situations.

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 Grandview Middle School 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.

The program experienced also experienced other challenges such as youth retention. The Grandview Middle School resumed to in-person learning; however, afterschool youth would not connect to program. This was directly attributed to some youth not having transportation after school, and by the time they would arrive home youth had missed enrichment time.

A third challenge mentioned by Site Supervisor Veach was not being able to provide youth with in-person guidance for activities. According to Veach, some activities required more support and youth expressed frustration when unable to complete the activities. Veach, mentioned that due to the structure of program being virtual, providing guidance on certain activities was much more difficult.

c. Recommendations and Next Steps

As the second year concludes, RGI recommends program continue to provide 2 hours per month of family engagement as required by the request for proposal. In addition, to providing family engagement hours and family nights program is recommended to provide **educational** family events/activities to increase family member educational levels. Another suggestion is to

administer a family member survey at the end of the year and or after every event to capture participant's feedback.

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

The grant proposed in working with the Northwest Community Action Center to address academic, linguistic, social and emotional needs of youth and families in the Sunnyside and Grandview School Districts. The goal is for youth and families to increase academic learning in Math and Reading and develop Social Emotional Learning (SEL) skills to result in success and prosperity. Program offered high quality out of school time learning opportunities for youth and families in a safe and healthy environment to enhance their abilities in intellect, social and emotional growth. The COVID-19 pandemic has changed the way these supports were offered through the 2020-21 program year.

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

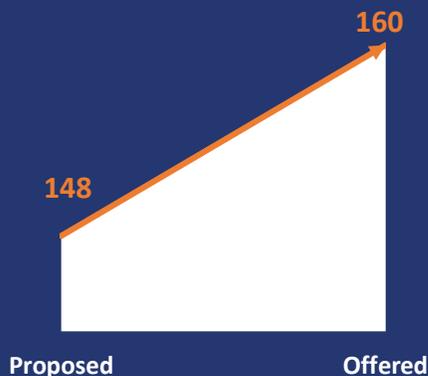
Summer 2020 Program: The program year began with a summer session on June 23, running for 24 days until August 06, 2020. Summer program was held virtually and operated Monday through Thursday for a total of 13 hours each week. In the grant application, a four-week summer program, was proposed. This resulted 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 136 days Monday through Friday beginning September 14, 2020 and ending June 03, 2021. During that time, the program operated before school from 7:15 to 8:00 am and after school from 3:00 to 5:15 pm, for a total of 11 hours per week. The grant proposed to offer program four days per week for 32 weeks during the school year, totaling 128 days of program. Grandview Middle School proposed a program year that operated for a total 128 days and met the target goal. Through virtual program the Grandview Middle School 21st Century site met **106%** of the grant goal.

Below is a chart displaying the overall days proposed and overall days offered at the site for Summer and School Year. The program operation proposal is shown in the chart below, compared to the number of days that were offered. To the right is the total days of program with attendance entered into the EZ Reports Database System.

Available Program Days

Summer & School Year

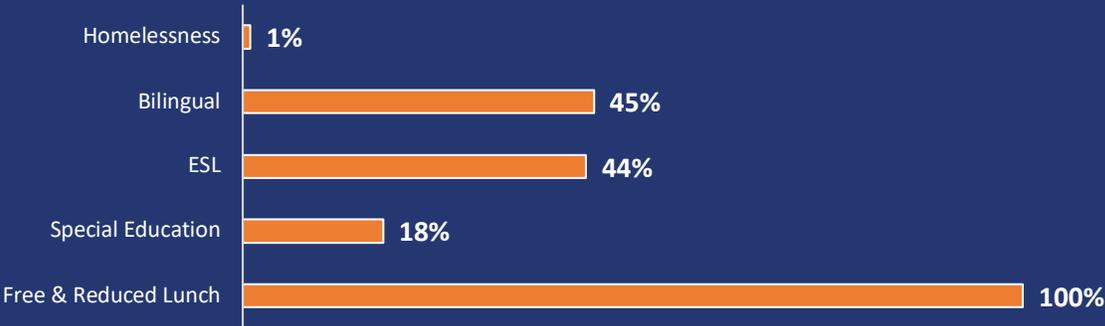


160

Actual program days
with attendance
(Virtual Program)

b. Serving the Target Population

Population Served Demographics



Recruitment & Retention: At the beginning of the school year program created a robot call, email and text that was then sent out to all Grandview Middle School student’s notifying them of 21st Century and registration. Staff also partnered with the school day teachers and counselors for student referrals. School day staff would identify youth who would benefit from academic homework support and then pass on the referrals to program. Additionally, program participated in the Drive-thru fair where they handed out 21st Century brochures and how to become a part of program. Staff also received youth interest in program because participating youth would spread the word about things they were doing to peers. This had the best response in terms of recruitment.

Program focused on the retention of youth by keeping the same youth who registered in the Fall through Spring. The effort was made to increase the number of regular attendees and help those same youth see the benefits in academic achievement and program supports.

c. Activities

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

Summer Activities Offered:

Academic Enrichment
Material drop off/ pick up SEL SEL 2 SEL 3

STEM
STEM activities STEM activities 2 STEM activities 3 STEM E

School Year Activities Offered:

Academic Enrichment	Community Building	Fine Arts & Crafts	Special Events	STEM
<ul style="list-style-type: none"> •Literacy- Shadow Box •Martin Luther King Act. •Mini Dairy •Nicho •Typing 	<ul style="list-style-type: none"> •Emotional Intellegence •Gratitude video/ activity •Icebreaker •Jeopardy •Kahoots •Life advice by Denzel Washington •Loteria •Money Doesn't Grow on Trees- SEL •Reflections •Scavenger Hunt- Teacher Ked •SEL Activity 	<ul style="list-style-type: none"> •Agamograph- Pumpkin •Art: Cornucopia •Chinese TO Go Box •Cinco De Mayo •Clay Pinch pots •Clay Pumpkins •Clothes Pin Bunny •Coral Reef Painting •Cream Catcher •Easter String Egg •Flower Bouques •Flower Pens •Knitting Butterfly •Paper Mache Art 	<ul style="list-style-type: none"> •Christmas Break Toilet Paper Roll Activity •Movie for Thanksgiving •Movie Nights •Winter Break Kahoots •Oragami Paper Christmas Tree •Popsick Stick Christmas Decorations 	<ul style="list-style-type: none"> •3D Basket •3D Sunflowers •Bird Seed Art •Catapult out of popsicle sticks •Hot Air Balloon •Magic Card •Mind Boggling Kit •Mosaic Pots •Newton Disc •Origami Projects •Paper Infinity Cube •Paper Rockets •Photo Frame •Playing Card Box •Robot in a Box

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 Grandview Middle School 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 90 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: 96 Total 30+ days: 38 Goal: 90

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

Student %	30%	30%	13%	11%	16%
Student #	29	29	12	11	15

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. Grandview Middle School experienced low participation and retention numbers and did not meet their goal. Most of the attendance was in the 1-15 and 16-29 day range. Regular attendees accounted for 40% of the total youth served. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

Below is a review of the total youth and regular attendees served over the last 2 years.

Youth Served 2- Year Attendance



Regular Attendee 2 Year Attendance



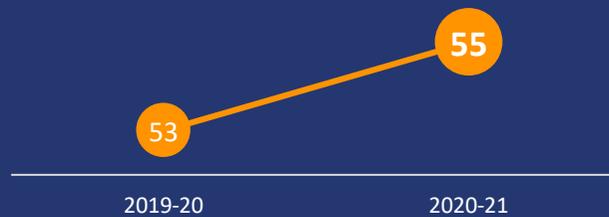
100% Family Members Served Program Wide (Goal*50)

Served 55 Family Members

Within the end of the year analysis, data was pulled from the EZ Reports Database System for the Grandview Middle School 21st Century Program. RGI found that during the second year, the Grandview Middle School Program offered eight virtual family engagement program offerings and multiple Supply pick-up family drive-thru events and exceeded the family member goal. Some of the family member activities/events included: Bird house, Canvas, Clay, Clothespin napkin holder, Water Color Post Cards, Flower Pots, Parent Nicho, and Health Fair. Of the total events/classes offered to families, 2 were educational events/classes and 20 (36%) of family members attended.

Below is a review of the total family members served over the last 2 years.

Family Member 2 Year Attendance



Furthermore, program provided a total of 35 hours and 5 minutes of (an average of 2 hours and 41 minutes were offered each month) family engagement over the course of 11 months. In the Request for Proposal Cohort 16, 21st Century programs are required to provide 2 hours per month of family engagement hours. Family engagement hours were impacted by the pandemic as well as outreach to family members during the coronavirus. However even amongst the coronavirus impact, program was still able to exceed the required number of hours and serve family member.

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. 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	Grandview MS
K-8 regular attendees will increase their SGP for reading	65%	83%	100%
K-8 regular attendees will increase their SGP for math	60%	91%	100%
6-8 per Grandview MS regular attendees will be on track to enter H.S. each year	70%	51%	51%
Parents that participate in classes will increase their educational levels	60%	75%	Insufficient data

Local Academic Data:

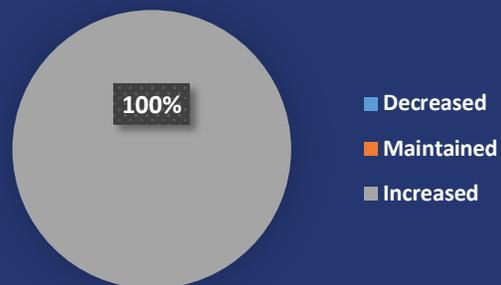
RGI Corporation utilized data results for students who attended the program 30 days or more to demonstrate the research that attending a program for 30 days or more has more impact on youth. RGI reviewed two academic measures to assess the program’s impact on student academic achievement. In working with the site supervisor to identify appropriate measures to assess student academic gains, the program selected to use **STAR Assessment** scores and **Grades** to identify Passing Subject Courses in reading and math.

Grandview Middle School Program submitted STAR Assessment scores for reading and math using Fall 2020 and Spring 2021 data. RGI reviewed data for 21 youth in both reading and math. The following charts illustrate the reading and math academic findings:

Reading STAR Assessment Scores



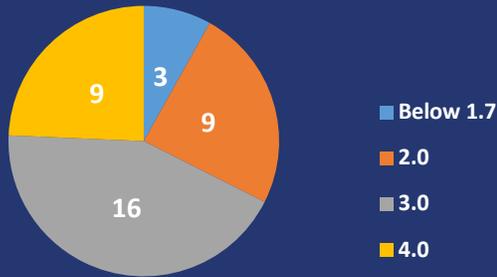
Math STAR Assessment Scores



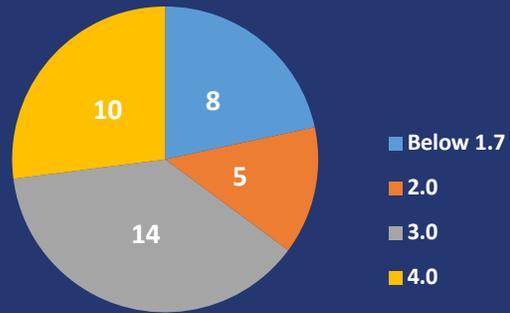
Program also focused on measuring if 6-8 grade youth were on track to enter High School. The Site submitted course grades in both reading and math. Overall, of the 35 course grades

analyzed 19 (51%) youth are on track to enter High school. The following charts illustrate the academic findings within the specific subjects measured:

91% of Youth have above a 1.7 GPA and Passing Reading Course



78% of Youth have above a 1.7 GPA and Passing Math Course



c. Student Attitudes and Behaviors

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 experience in 21st Century during a pandemic. Although surveys were provided to youth, no surveys were submitted on behalf of Grandview Middle School for Spring 2021. Therefore survey data will not be reviewed during the 2020-2021 reporting period.

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 53 family members were served by Grandview Middle School during the year. Of those Family members only 1 survey was submitted to RGI on behalf of family members. The data set was too low to analyze and measure the development of parent educational levels and participation.

RGI recommends, the Grandview Middle School program develop an attainable plan to administer and collect more Family Surveys during the 2021-2022 program year. Gathering more feedback from family members will provide program with knowledge on areas of improvement and need of those program is serving.

Grandview Middle School

e. Community Collaborations		
Donated Items Categories	Organizations/Individuals	Amount \$
Activities/Events and corresponding materials	Community Member, Rick Ramos, Olivia Kollmar	\$916.90
Donated Materials	Doug Veach, Childcare Aware, CARES Grant, Community Member	\$9,388.27
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2020-21 year		\$10,305.17

VII. Appendix

A. Program Recommendations

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

Family Engagement: It is strongly recommended for program to continue to serve family members and track their attendance. The grant included measuring educational levels of family members who participate in classes/events. Using surveys as a data collection method will help staff assess efforts made, successes achieved and continuing supports. Program is also recommending for program to continue to offer 2 monthly family engagement hours as required by the request for proposal. 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 and learning loss youth experienced, so partnerships are essential for staff to have available to provide support as needed.

Partnerships: Program is recommended to track all community collaborations using the RGI provided tool. The program goal is to work towards sustaining the program after the grant ends. This ensures program is able to refer back to a list of community partners should they need additional support. Now is also the time to brainstorm as a team for what partnerships could begin to serve all members of a household as the impact of the pandemic continues.

Program Quality: The Grandview Middle School 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.

Program Time: The request for proposal for the 21st CCLC program grant expects specific hours, days and weeks of program to be offered. With the school shutdown in March of 2020, moving to a virtual space and working to provide youth a balance of screen time in the new school year, these specific hours were not achievable. During the new program year RGI recommends for program to make efforts to provide programming for as much of the program hours as possible, whether through in-person, videos, or self-directed activities for the 2021-2022 school year.

It is recommended for the Site Supervisor 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>
-

C. Center-based Logic Model

2020- 2021 Logic Model- Grandview Middle School

2020- 2021 Logic Model- Grandview Middle 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>From March through June 2020, youth in the Grandview School District suffered a learning loss due to distant learning. As a result program is focused on providing youth in the area a 21st Century Program that will continue to improve, support, and reinforce the importance of academic learning through a fun, engaging virtual program to fill the learning loss gap.</p>	<p>Increase youth attendance and virtual program engagement</p> <p>Provide a variety of SEL activities and outlets</p> <p>Provide youth with fun, learning activities focused on hands on academic learning</p>	<p>Site Supervisor</p> <p>NCAC Director</p> <p>Grandview Middle School Administration</p> <p>Grandview Middle School Teachers</p> <p>Grandview Middle School Counselor</p> <p>Program Staff</p> <p>Funding</p> <p>Technology- Zoom, Google Form, YouTube, Kahoots,</p> <p>Mind Works Curriculum</p> <p>Material- STEAM Kits, school supplies</p>	<p>Program staff will provide 2 different sessions for all youth 6-8 grade on Science, Math and Technology offerings Mondays and Tuesdays from 3:30 PM- 4:30 PM and 4:30 PM- 5:30 PM.</p> <p>Program will provide 2 different sessions for all youth 6- 8 grade: hands-on STEM, ART, and Book activities Monday- Thursday 3:30 PM- 4:30 PM and 4:30 PM- 5:30 PM.</p> <p>All Youth will reflect at the end of every session by filling out a Google Form. Youth will also have an opportunity to share verbally at the end of each session any thoughts or feedback they may have with the whole group.</p> <p>Staff will provide 2 different sessions for all youth 6-8 grade on SEL activities every Thursday from 3:30 PM- 4:30 PM and 4:30 PM – 5:30 PM.</p>	<p>Youth who participate in Science, Math, Technology will learn/ enhance their abilities through hands- on learning activities.</p> <p>Youth who participate in STEM, Art and book activities will learn/ enhance their abilities through hands-on learning activities.</p> <p>All Youth who reflect are going to provide program with feedback on interest. Youth will also lead reflection and take a leadership role to facilitate the conversations.</p> <p>All youth who participate in SEL activities will learn different coping strategies. Youth will also feel a sense of belonging and have opportunities to talk with peers/teachers.</p>	<p>50% of youth who are participating in program are attending virtual programming one day a week.</p> <p>Program provides a daily reflection after every Zoom Meeting via Google form.</p> <p>50% of youth who are on Zoom Meetings are responding to the Google Form.</p> <p>Program will implement SEL activities once a week via virtual programming.</p>

2021-2022 Logic Model- Grandview Middle School					
Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<p>Research shows that high quality afterschool programs foster positive effects on students social-emotional skills. Due to remote learning program will intentionally provide a variety of emotional learning activities that offer 21st CCLC youth connectedness to school and program. If youth are provided formal and informal opportunities to build positive relationships with peers and program staff, youth will understand how to express/communicate with others all while feeling a sense of belonging to school and program.</p>	<p>Program staff are trained within Social Emotional Learning</p> <p>Increase parent/guardian involvement with program</p> <p>Provide youth different opportunities to talk with friends</p>	<p>Partners- Grandview School District, YVFWC Behavioral Health Services</p> <p>Grandview Middle School Counselors</p> <p>Grandview Middle School Teachers and Staff</p> <p>NCAC Director</p> <p>21st CCLC Program Staff</p> <p>21st CCLC Funding</p> <p>Curriculum- Character Strong</p> <p>Supplies- SEL Flyers, Art, Journals</p>	<p>Program will partner with the Grandview School District and all program staff will be trained within the Character Strong Curriculum.</p> <p>Program will offer biweekly parent/youth classes a month. Each class will cover a different topic and through the classes families will have the opportunity to talk and implement what they are learning with their youth.</p> <p>All participating youth will create a journal. All youth will later express how they are feeling using the journal they created.</p> <p>Staff will offer youth a scheduled daily social time during each program session.</p> <p>Staff will align all program offerings to Social Emotional Learning to provide all youth different SEL outlets. Ex: Community Building, Fine Arts & Crafts, Academic Enrichment, STEM, Health & Nutrition</p>	<p>All program staff who are trained in the SEL Curriculum will implement the strategies learned in program.</p> <p>Targeted parent/guardians who attend the parent/youth classes are learning to communicate with their youth and learn about their youth’s interest.</p> <p>Youth who create a journal are able to express their feelings and reflect if they are able to resolve and or feel the same.</p> <p>Youth who participate in the social time will feel more connected with their peers and learn about each other. Youth will also have higher confidence to speak to youth they may not know.</p> <p>All youth will learn different SEL outlets and use what is learned to help express themselves.</p>	<p>100% of program staff are trained in Social Emotional Learning and provide all youth a variety of emotional outlets.</p> <p>30% of parents/ guardians and youth have increased connectedness to the school and program.</p> <p>Parents/ guardians attend 1 parent youth class quarterly.</p> <p>100% of parents/ guardians who participated in program classes feel confident speaking with their youth about school and program.</p>

III. Outlook Elementary School

A. Summary

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

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

a. Strengths & Successes

In an end of the year online Site Supervisor survey, Site Supervisor Cris Guevara mentioned providing youth with a virtual program was a success. Planning a virtual program and facilitating online was new to staff, however staff did well and met youth needs. Guevara conveyed that as youth gained familiarity with the virtual program, youth felt more comfortable engaging with staff and participating more within activities.

“Looking back at program through the lens of youth and staff, we believe program was success this year given all the obstacles that the students and staff had to overcome.”

- Site Supervisor Cris Guevara

Another success mentioned by Guevara was program centering a variety of activities that were focused on Art. Students were able to work with air dry clay, water painting, string art, and created and sewed their own stuff animal. Students also created their own bouncy balls with a chemical reaction kit and were able to create their own pillow using a punch needle kit. Guevara shared that as youth engaged with the activities, youth were also at times frustrated. However, staff did

an amazing job, using those moments where youth were frustrated to teach them about resilience. Through the implementation of Art, youth learned new skills and strategies to cope with frustration using Social Emotional Learning.

Guevara also shared that a strength and success of program was incorporating more voice and choice within virtual offerings. By incorporating this component, youth were able to take ownership of what they wanted to explore and learn. According to Guevara, this kept youth engaged and eager to participate in the activities that were offered to them.

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 Outlook 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 online Site Supervisor survey, Site Supervisor Guevara said the biggest challenge occurred during the Summer Program. Connecting with families was very difficult, because many numbers were out of date or families had moved to a different location. To add, after program began, youth struggled to engaged online. Engagement within Zoom was low,

because youth did not feel comfortable as virtual program was new to them. Youth also struggled using Seesaw to complete activities.

c. Recommendations and Next Steps

As the second year concludes, RGI recommends program work on providing 2 hours per month of family engagement as required by the Request for Proposal. In addition, to providing family engagement hours and family nights, it is recommended to provide **educational** family events/activities to increase family member educational levels. Another suggestion is to administer a family member participation survey at the end of the year and or after every event.

Program is also recommended to track community collaborations within the RGI provided tool. This helps keep track of the partnerships made throughout the year and can help look back should program need additional support from a partner. This is going to be very important as many youth experienced a learning loss and filling that gap will be essential within the following program year.

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

The grant proposed in working with the Northwest Community Action Center to address academic, linguistic, social and emotional needs of youth and families in the Sunnyside and Grandview School Districts. The goal is for youth and families to increase academic learning in Math and Reading and develop Social Emotional Learning (SEL) skills to result in success and prosperity. Program offered high quality out of school time learning opportunities for youth and families in a safe and healthy environment to enhance their abilities in intellect, social and emotional growth. The COVID-19 pandemic has changed the way these supports were offered through the 2020-21 program year.

B. Logic Model

With the newly implemented 2020 Evaluation Guidelines, Logic Models are required to be created annually and for each individual center. Due to the COVID-19 pandemic, schools were shutdown. To create the model for the 2020-2021 program year, one Zoom meeting was held in July 2020 with RGI, the Program Director, and Program Site Supervisor. The meeting focused on the 2020-21 year during COVID-19. During the meeting the 2020-21 Logic Model was developed detailing what the programs plans were for the year. A second meeting was held in April 2021 to discuss changes made for the current Logic Model. During this second meeting, the 2021-2022 Logic Model was also developed. The upcoming 2021-22 program year Logic Model was created keeping in mind the changes program saw as necessary to accomplish, while also addressing the needs of program for the upcoming year. The template used for the

model was provided by the American Institute of Research (AIR), the evaluators for the Washington State Nita M. Lowey 21st CCLC programs. Full 2020-21 and 2021-22 Logic Models are available in the Appendix.

V. Process Evaluation Plan & Results

A. Process Evaluation Plan

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

B. Process Evaluation Results

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

a. Operations

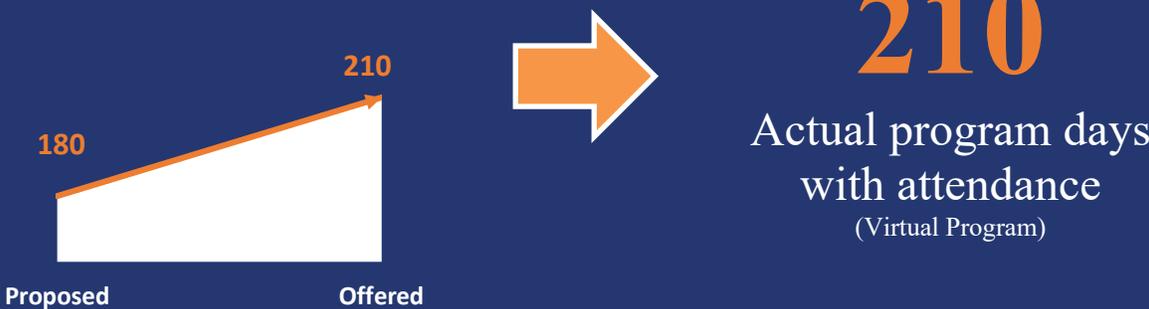
Summer 2020 Program: The program year began with a summer session on June 29, running for 28 days until August 13, 2020. Summer program was held virtually and operated Monday through Thursday for a total of 10 hours each week. In the grant application, a four-week summer program, was proposed. This resulted 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 182 days Monday through Friday beginning September 17, 2020 and ending June 10, 2021. During that time, the program operated after school from 4:00 to 6:00 pm, for a total of 12 hours per week. The grant proposed to offer program five days per week for 32 weeks during the school year, totaling 160 days of program. Outlook Elementary proposed a program year that operated for a total 160 days and met the target goal. Through virtual program the Outlook Elementary 21st Century site met 114% of the grant goal.

Below is a chart displaying the overall days proposed and overall days offered at the site for Summer and the School Year. The program operation proposal is shown in the chart below, compared to the number of days that were offered. To the right is the total days of program with attendance entered into the EZ Reports Database System.

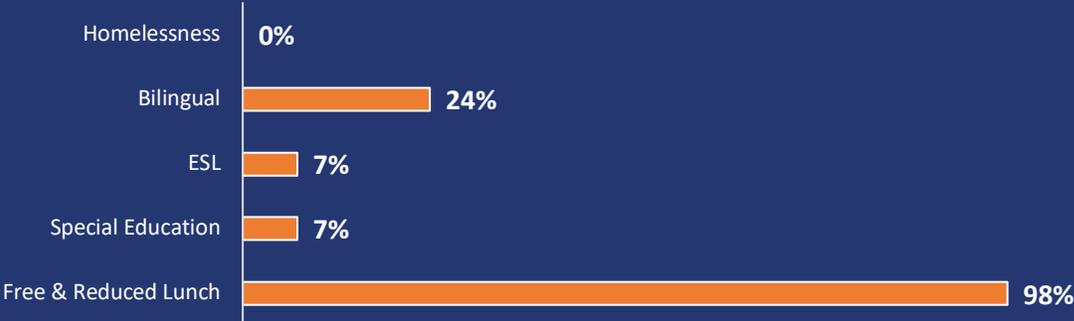
Available Program Days

Summer & School Year



b. Serving the Target Population

Population Served Demographics



Recruitment & Retention: Staff recruited youth using the previous year registered participants list. Program also called and sent letters home notifying youth of 21st Century and enrollment. Additionally, program staff created a recruitment video and uploaded this video to the Outlook Elementary School site. Program staff also focused on retaining the students for 30 days or more in effort to increase regular attendee numbers.

c. Activities

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

Summer Activities Offered:

Social Emotional Learning

- All About Me (SeeSaw Activity)
- All About Me (Students describing their attributes)

STEAM

- Chaos Mountain Maker Kit
- Dinosaur Fossil Kit
- Dynamo Lab Science lesson 1 oil and water
- Dynamo Lab Science lesson 2 and 4 unmixable water
- Godzilla Gummies (Food Science)
- Jello Making/ Shape attributes
- Online Read Aloud
- Paper Airplane Models
- Volcanoes (Chemical Reaction)

[School Year Activities are on the following page]

School Year Activities Offered:

Botany Life Science Kit	ELA	Homework Help	SEL	STEAM
Dissecting a salmon/ Salmon discussion Growing cress and growing zinnias Planting peas and learning about there life cycle Salmon Life Cycle Trans-planting peas/ planting more zinnias	(Math/ Art) Shapely Art Christmas Ornaments/ letter to Santa Halloween Art Projects Popsicle stick snowman Punch Pillow Project Sewing and making personal stuffed animal String Art Water Coloring Painting	Academic checkin Homework Help	Beach ball would you rather and Beach ball Math Play dough Art (fine motor skills/ SEL)	Acidic Chemical reaction with red sweet potato Beach ball tower (engineering) Paper rockets Bouncy, Bouncy, Bouncy Density exploration Discovering Iron in our Food Egg emulsion Expanding beads Feats of Strength Glow in the dark Key-chains Layered chemicals

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 Outlook School 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

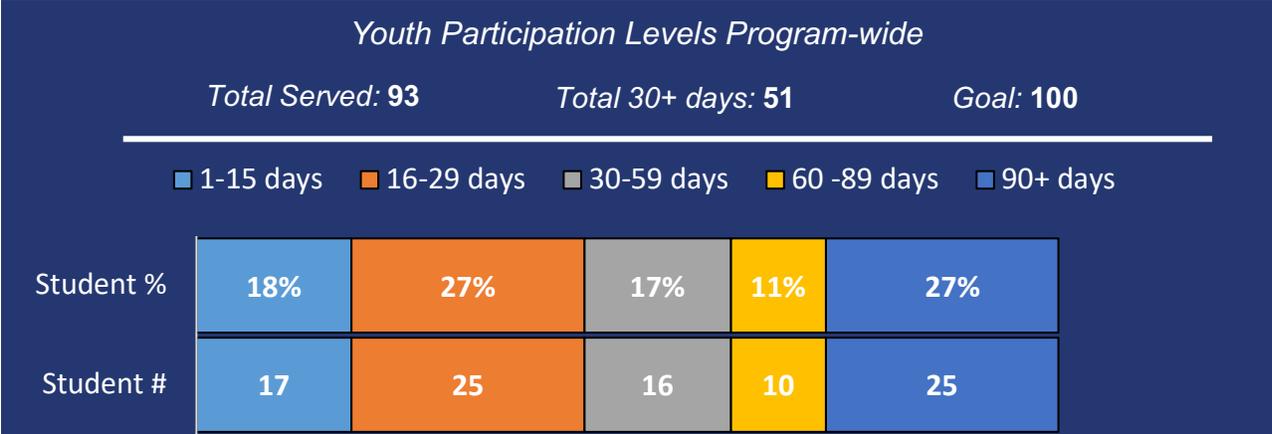
A. Outcome Evaluation Plan

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 100 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. The Outlook Program experienced low participation and retention numbers and did not meet their goal. Most of the attendance was in the 16-29 and 90+ day range. Regular attendees accounted for 55% 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 2 years.



100% Family Members Served Program Wide (Goal*50)

Served 60 Family Members

Within the end of the year analysis data was pulled from the EZ Reports Database System for the Outlook 21st Century Program. RGI found that during the second year, the Outlook Program

had multiple drive-thru events for families to pick-up supplies. Additionally, program had two family events. These events included one Building and Painting a Bird House Night and one Virtual Family Night.

Below is a review of the total family members served over the last 2 years.

Family Member 2 Year Attendance



Furthermore, program provided a total of 96 hours of family engagement (an average of 7 hours and 23 minutes were offered each month) over the course of 13 months (June 2020 to June 2021). In the request for proposal Cohort 16, 21st Century programs are required to provide 2 hours per month of family engagement. Program met and exceeded the required family engagement hours. RGI recommends program continue to offer one event per month for a duration of 2 hours to comply with the request for proposal requirement. In addition to providing families services, program is recommended to make some of these events educational for family members to help increase educational levels. Program is also recommended to survey family members to measure educational levels.

b. Academic Achievement

Due to the school closures, the state SBAC testing was cancelled in 2020 and postponed in 2021, which is administered in the Spring of each year. The postponed state testing impacted the ability for evaluators and schools to measure proficiency gains in reading and math. Several of NCAC's 21st CCLC Program's measurable outcomes include assessing "increases in academic achievement" in reading and math. Consequently, without any test data results, these outcomes were measured using local data. Furthermore, the grant also included measuring student behaviors using the Youth Skills and Belief Survey for direct student feedback. Similarly, to state testing the survey was also postponed until Spring 2022. Additionally, the grant included measuring family 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

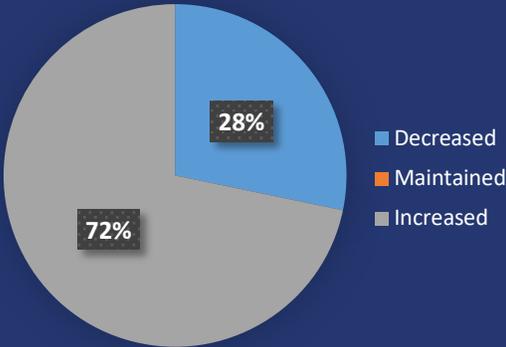
Student Performance Outcomes	Target	Cohort Average	Outlook Program
K-8 regular attendees increase their SGP for reading	65%	83%	72%
K-8 regular attendees will increase in their SGP for math	60%	91%	88%
Parents that participate in classes will increase their educational levels each year.	60%	75%	83%

Local Academic Data:

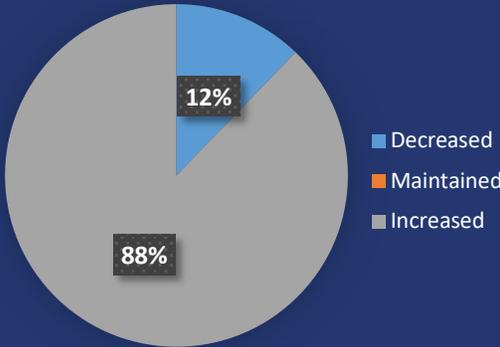
RGI Corporation utilized data results for students who attended the program 30 days or more to demonstrate the research that attending a program for 30 days or more has more impact on youth. RGI reviewed one academic measure to assess the program’s impact on student academic achievement during the year.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

Outlook Elementary submitted iReady Overall scores for reading and math using Fall 2020 and Spring 2021 data. RGI reviewed data for 46 youth in reading and 49 youth in math. The following charts on the next page illustrate the reading and math academic findings:

**72% of Youth Increased
 Reading iReady Overall Scores**



**88% of Youth Increased
 Math iReady Overall Scores**



c. Student Attitudes and Behaviors

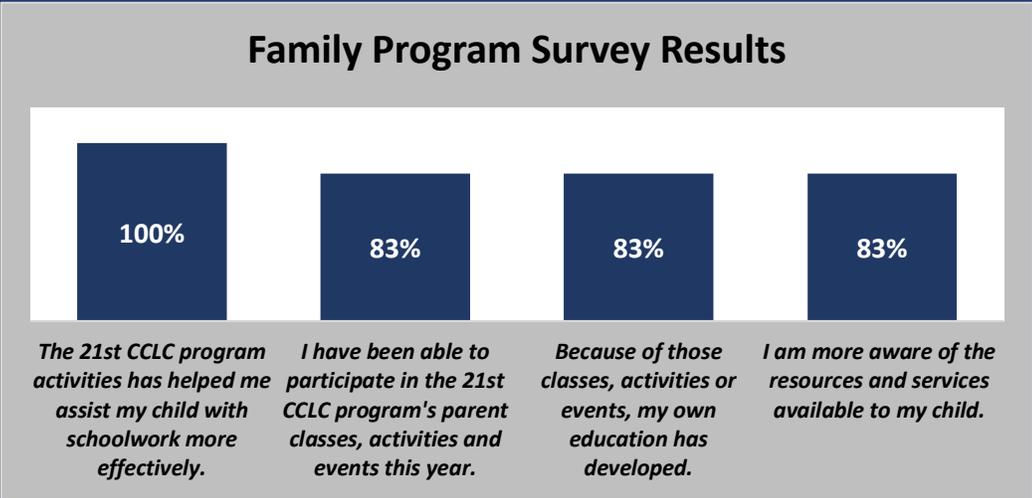
Washington 21st CCLC Spring 2021 Youth Feedback Survey:

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 experience in 21st Century during a pandemic. No Surveys were submitted on behalf of program therefore, no surveys were reviewed for Spring 2021.

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 6 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	Yakima Basin Environmental Education Program	\$2,000.00
Donated Materials	Sunnyside School District, Child Care Aware	\$15,300.00
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2020-21 year		\$17,300.00

VII. Appendix

A. Program Recommendations

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

Family Engagement: It is strongly recommended for program to continue to serve family members and track their attendance. The grant included measuring educational levels of family members who participate in classes/events. Using surveys as a data collection method will help staff assess efforts made, successes achieved and continuing supports. Program is also recommended to offer 2 monthly family engagement hours as required by the request for proposal. 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 and learning loss students experienced so partnerships are essential for staff to have available to provide additional supports as needed.

Partnerships: Program is recommended to track community collaborations using the RGI provided tool. The program goal is to work towards sustaining the program after the grant ends. This ensures program is able to refer back to a list of community partners should they need additional support. 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 surface.

Program Quality: The Outlook Elementary 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 Supervisor 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>
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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- Outlook Elementary School						
Program Year	Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
			Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
2020-2021	Due to distant online learning program wants to keep youth engaged and let them know Outlook 21 st Century Program is there to support them. Program is also aiming to provide youth with tools to help them with SEL during these tough and uncertain times.	Provide youth with SEL Provide youth with a hands-on virtual engaging program	<p>NCAC Director</p> <p>Site Supervisors</p> <p>Program staff</p> <p>School Counselor</p> <p>Training- Professional Online Virtual Program</p> <p>SEL Curriculum</p> <p>Technology- SeeSaw, Google Meets, Zoom, Chrome Books</p> <p>Material- Kits</p> <p>Funding</p>	<p>Program will provide a weekly 1-hour Google Meets meetings for all youth to engage with their Science Kit and complete a science experiment.</p> <p>Program staff will check in with all youth 2-3 times a week via text message, phone call, or video call to ask how they are doing.</p> <p>Program will provide one distant learning professional development training to all program staff.</p>	<p>All youth who have a science kit at least attempted to complete the project and engaged with the material.</p> <p>Program staff provide SEL support and check in with youth are connecting with each youth and receive a response.</p> <p>Program staff who attend the distant learning training will implement 1-2 strategies learned into activities online.</p>	<p>All youth receive and complete a weekly project.</p> <p>Program will check-in with all youth 2-3 times a week.</p> <p>All program staff are trained to provide online services to youth.</p>

2021-2022 Logic Model- Outlook 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>According to research high quality afterschool programs foster positive effects on students social-emotional skills; emotional distress; academic performance; and attitudes towards self and others. Due to Distant learning/ remote learning youth and families need a variety of outlets to practice Social Emotional Learning. Program will strive to increase Social emotional awareness.</p>	<p>Train program staff on SEL</p> <p>Educate/ increase SEL awareness for program parents/guardians</p> <p>Offer meaningful family programming around SEL</p> <p>Offer meaningful youth activities around SEL</p>	<p>21st CCLC Funding</p> <p>Staff Training- Practices the Pause, AVID-SEL</p> <p>Align with District Support</p> <p>Outlook School Counselor</p> <p>YVFWC- Behavioral Health Services</p> <p>21st CCLC Program Staff</p> <p>NCAC Director</p> <p>Supplies- Art, Journals, Writing tools</p>	<p>All staff will receive SEL Training at the beginning of program orientation and moving forward will receive quarterly SEL training.</p> <p>All staff implement learned Social emotional learning throughout all program offerings for all youth in grades 1st-5th: ART, Science, Journaling, Sewing, Pottery, STEM, Physical Education</p> <p>Program will implement a pre and post survey to learn about the SEL needs for both youth and families.</p> <p>Program will offer 2 monthly family engagement hours to parents of participating youth.</p>	<p>All target staff learn what SEL is, how to properly train and implement their learning, and how to address SEL needs.</p> <p>All staff practice SEL teaching strategies. All the youth who participate in program gain awareness of SEL, and how to express their feelings and reflect.</p> <p>All families are who are surveyed, receive the support and or are connected to different resources. Program implements different family activities based on survey responses.</p> <p>Families who participate gain different skills and or learn about different topics.</p>	<p>100% of program staff are trained around Social Emotional Learning.</p> <p>100% of staff are able to provide/ connect youth and families to resources around SEL.</p> <p>All Families are able to recognize SEL and programming they need.</p> <p>All youth are able to express their needs/ feelings to program staff.</p>

III. Pioneer Elementary School

A. Summary

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

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

a. Strengths & Successes

In an end of the year online Site Supervisor survey, Site Supervisor Michelle Morford mentioned that one of program the biggest successes was youth engagement. From the beginning through the end of the year each participant was actively engaged in 21st Century. Program had students show up weekly and engaged in Zoom sessions with their teachers, despite a full return to in person learning.

A contributing factor of this success was the activities program was able to provide. All the activities were engaging and many youth were excited to be a part of program because they would get to see youth from other classrooms that they would not be able to see during the school day. Virtual program provided youth with activities that included: STEAM, Coding, and Virtual Field Trips. In addition to the variety of activities, program also provided connection between youth. This connection was an essential piece because it facilitated collaboration between youth and provided staff with opportunities to keep youth engaged in 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 Pioneer 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.

Other challenges experienced by program were not being able to see youth face to face because 21st Century was virtual. Consequently, program was not able to provide youth with immediate feedback in some instances when youth needed support. Another barrier that presented itself was staff not being able to get materials youth needed unless parents had the time to stop by and get them. Connectivity was also a challenge because youth were either unable to access internet or did not always have a working device.

c. Recommendations and Next Steps

As the second year concludes, RGI recommends program provide 2 hours per month of family engagement as required by the Request for Proposal. In addition, to providing family engagement hours and family nights program is recommended to provide **educational** family events/activities to increase family member educational levels. Another suggestion is to administer a family member participation survey at the end of the year and or after every event.

Program is also recommended to track community collaborations within the RGI provided tool. This helps keep track of the partnerships made throughout the year and can help look back

should program need additional support from a partner. This is going to be very important as many youth experienced a learning loss and filling that gap will be essential within the following program year.

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

The grant proposed in working with the Northwest Community Action Center to address academic, linguistic, social, and emotional needs of youth and families in the Sunnyside and Grandview School Districts. The goal is for youth and families to increase academic learning in Math and Reading and develop Social Emotional Learning (SEL) skills to result in success and prosperity. Program offered high quality out of school time learning opportunities for youth and families in a safe and healthy environment to enhance their abilities in intellect, social and emotional growth. The COVID-19 pandemic has changed the way these supports were offered through the 2020-21 program year.

B. Logic Model

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

V. Process Evaluation Plan & Results

A. Process Evaluation Plan

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

B. Process Evaluation Results

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

a. Operations

Summer 2020 Program: The program year began with a summer session on June 29, running for 28 days until August 13, 2020. Summer program was held virtually and operated Monday through Thursday for a total of 12 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 177 days Monday through Friday beginning September 15, 2020 and ending June 11, 2021. During that time, the program operated after school from 3:30 to 7:00 pm, for a total of 110 hours and 55 minutes per week. The grant proposed to offer program five days per week for 32 weeks during the school year, totaling 160 days of program. Pioneer Elementary proposed a program year that operated for a total 160 days and met the target goal. Through virtual program the Pioneer Elementary 21st Century site met 111% of the grant goal.

Below is a chart displaying the overall days proposed and overall days offered at the site for the Summer and the School Year. The program operation proposal is shown in the chart below, compared to the number of days that were offered. To the right is the total days of program with attendance entered into the EZ Reports Database System.

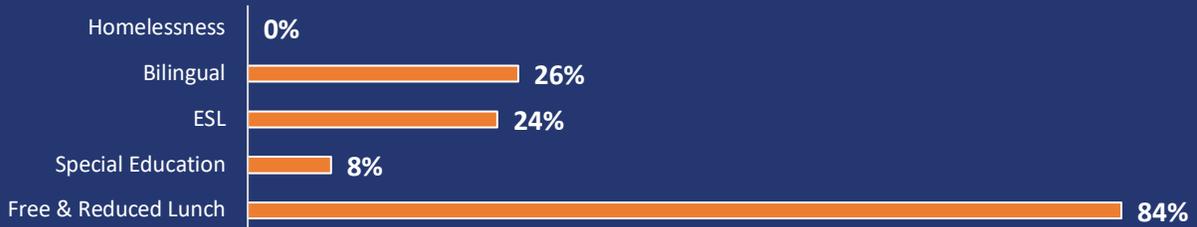
Available Program Days

Summer & School Year



b. Serving the Target Population

Population Served Demographics



Recruitment & Retention: Program staff began the recruitment process by sending flyer's home to promote 21st Century. Staff then proceeded to call students who had previously participated in program. After staff began calling the homes of potential new recruits. Program also focused on retaining the youth throughout the year, in effort to meet program goals while also demonstrating youth the benefits of participating and receiving additional support should they need it.

c. Activities

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

Summer Activities Offered:

Literacy Reading/ Math Activities	Arts & Music Art: Drawing and Origami	STEM STEM Activities
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School Year Activities Offered:

Mentoring Tutoring & Social/ Emotional Learning Activities	Community Service Material Pick-up STEM Kits Pick-up	STEM Mindworks STEM Activities Mindworks STEM Kits
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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 Pioneer School 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 100 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

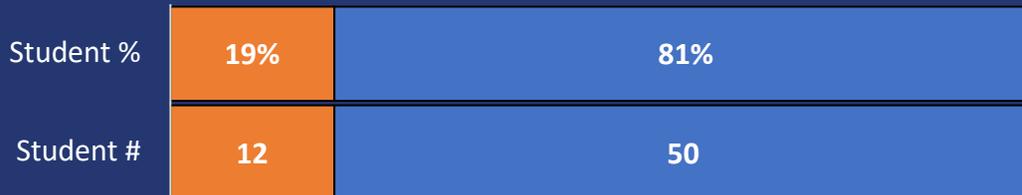
Youth Participation Levels Program-wide

Total Served: **62**

Total 30+ days: **50**

Goal: **100**

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



The corona virus impacted how the afterschool center operated. The center turned to virtual programming to offer academic enrichment activities. Although the center operated the lasting impact of online learning access was detrimental. Pioneer Elementary Program experienced low participation and retention numbers and did not meet their goal. Most of the attendance was in the 90+ day range. Regular attendees accounted for 81% 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.

On the following page is a review of the total youth and regular attendees served over the last 2 years.

Youth Served 2- Year Attendance



2018-19

2019-20

Regular Attendee 2 Year Attendance



2018-19

2019-20

100% of Family Members Served Program Wide (Goal*50)

Served 53 Family Members

Within the end of the year analysis data was pulled from the EZ Reports Database System for the Pioneer 21st Century Program. RGI found that during the second year, the Pioneer Program had several drive-thru pick-up supplies and check-in calls for families. No other events were reported within the database system.

Below is a review of the total family members served over the last 2 years.

Family Member 2 Year Attendance



2018-19

2019-20

Furthermore, program provided a total of 270 hours of family engagement through check-ins with families (an average of 20 hours and 46 minutes were offered each month) over the course of 13 months (June 2020 to June 2021). In the request for proposal Cohort 16, 21st Century programs are required to provide 2 hours per month of family engagement hours. Program met and exceeded the required family engagement hours. RGI recommends program offer one event per month for a duration of 2 hours to comply with the request for proposal requirement. In addition to providing families services, program is recommended to make some of these events educational for family members to help increase educational levels. Program is also recommended to survey family members to measure educational levels.

b. Academic Achievement

Due to the school closures, the state SBAC testing was cancelled in 2020 and postponed in 2021, which is administered in the Spring of each year. The postponed state testing impacted the ability for evaluators and schools to measure proficiency gains in reading and math. Several of NCAC’s 21st CCLC Program’s measurable outcomes include assessing “increases in academic achievement” in reading and math. Consequently, without any test data results, these outcomes were measured using local data. Furthermore, the grant also included measuring **student behaviors** using the Youth Skills and Belief Survey for direct student feedback. Similarly, to state testing the survey was also postponed until Spring 2022. Additionally, the grant included measuring **family 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

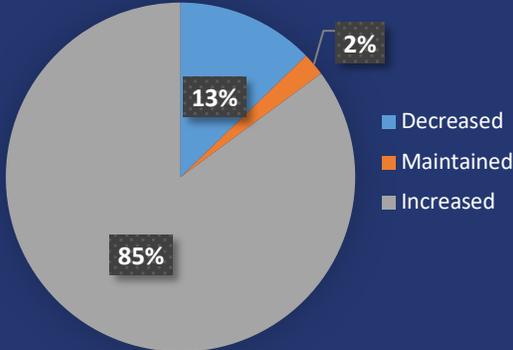
Student Performance Outcomes	Target	Cohort Average	Pioneer Program
K-8 regular attendees increase their SGP for reading	65%	83%	85%
K-8 regular attendees will increase in their SGP for math	60%	91%	91%
Parents that participate in classes will increase their educational levels each year.	60%	75%	60%

Local Academic Data:

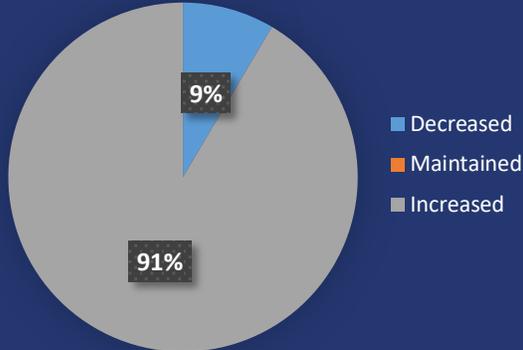
RGI Corporation utilized data results for students who attended the program 30 days or more to demonstrate the research that attending a program for 30 days or more has more impact on youth. RGI reviewed one academic measure to assess the program’s impact on student academic achievement. In working with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

Pioneer Elementary submitted iReady Overall scores for reading and math using Fall 2020 and Spring 2021 data. RGI reviewed data for 47 youth in both reading and math. The following charts illustrate the reading and math academic findings:

85% of Youth Increased iReady Overall Reading Scores



91% of Youth Increased iReady Overall Math Scores



c. Student Attitudes and Behaviors

Washington 21st CCLC Spring 2021 Youth Feedback Survey:

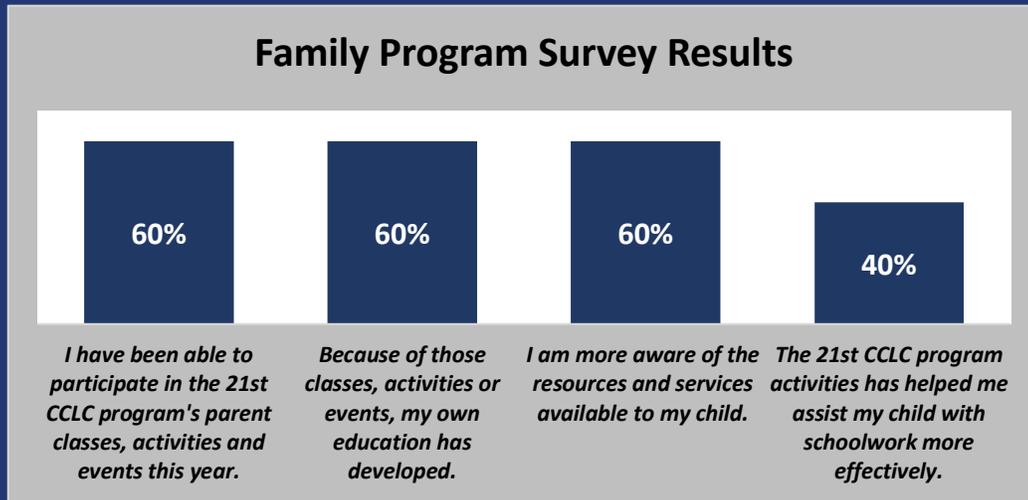
A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically to *“Improve participants’ behavior and life skills development”*. The Pioneer Program staff administered the Washington 21st CCLC Spring 2021 Youth feedback Survey developed by the Washington State 21st CCLC Evaluators, American Institutes for Research. This survey measured youth experience in 21st Century during a pandemic. At the pioneer Elementary program, 6 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=6
Experience in 21 st Century (retrospective)	<i>Who makes learning fun</i>	67%
	<i>Who helps me when I have a problem</i>	67%
	<i>Who I enjoy connecting with</i>	50%
	<i>Who helps me feel good about myself</i>	33%

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 5 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	-	-
Donated Materials	Childcare Aware	\$350.00
Volunteers & Staffing	-	-
Other	-	-
Total Contributions for the 2020-21 year		\$350.00

VII. Appendix

A. Program Recommendations

Data Entry/ Editing: Program is recommended to provide specific activities into the EZ Reports Activity Calendar rather than block sessions. This provides insight into the program and allows Director to track activities accurately. This information also provides detail for the upcoming Evaluation Report for reporting purposes.

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

Family Engagement: It is strongly recommended for program to serve family members and track their attendance. The grant included measuring educational levels of family members who participate in classes/events. Using surveys as a data collection method will help staff assess efforts made, successes achieved and continuing supports. Program is also recommended to offer 2 monthly family engagement hours as required by the request for proposal. 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 and learning loss, so partnerships are essential for staff to have available to provide additional support as needed.

Partnerships: Program is recommended to track community collaborations using the RGI provided tool. The program goal is to work towards sustaining the program after the grant ends. This ensures program is able to refer back to a list of community partners should they need additional support. Now is also the time to brainstorm as a team for what partnerships could begin to serve all members of a household through distant learning.

Program Quality: The Pioneer Elementary 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 Supervisor 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- Pioneer 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	Youth are missing social/emotional teacher-student interaction because of online distant learning. Program would like to fill this gap and help youth through these tough social distancing times by incorporating SEL into program to improve civic attitudes and behaviors that will foster youth academic achievement.	<p>Program will provide and improve SEL youth supports</p> <p>Provide youth engaging hands-one, fun virtual learning environment</p>	<p>Increase Funding for program material</p> <p>NCAC Director</p> <p>Program Staff</p> <p>Site Supervisor</p> <p>School Administration</p> <p>School Counselor</p> <p>Training</p> <p>Materials</p> <p>Technology- Google Classroom, Zoom, SeeSaw</p> <p>School Building</p>	<p>Program will provide google classroom, face to face, and fun activities to all participating youth.</p> <p>Program staff will use SeeSaw to provide any activity lessons via videos.</p> <p>Program will provide resources to help support youth learning, and emotions.</p> <p>Program staff will check-in weekly with all family members via text and phone calls.</p> <p>Program staff will check-in weekly with all youth via Google Classroom or SeeSaw.</p> <p>Program staff will survey 3-5 grade youth via Google Classroom to create an engaging virtual program.</p> <p>Program will recruit 1-5 grade youth.</p> <p>Site Supervisor ordered kits to provide to all youth who are participating in virtual program.</p>	<p>Program is targeting all youth with a goal of 40 overall participants to attend virtual program.</p> <p>Youth who are participating in virtual program will use Site Supervisor videos to engage with lessons.</p> <p>50% of family members will check-in with site staff and provide program feedback.</p> <p>All youth will check-in with program staff and share/ talk about anything they want. Youth will feel confident, talking with program staff.</p> <p>All youth will take the program feedback survey and express their program interest for site to incorporate into virtual programming.</p> <p>Targeted 1-5 grade youth on the waiting program list will be contacted by Site Supervisor once space is available.</p> <p>Site Supervisor will order kits through NCAC process and provide all youth a kit to engage in lessons.</p>	<p>Program staff provide all youth weekly check-ins and SEL support.</p> <p>Program staff check-in with all parents to gain program feedback.</p> <p>Youth will provide program feedback via, youth interest survey and implement the feedback.</p> <p>70% of youth are attending and engaging in virtual program.</p> <p>All youth are provided engaging hands-on kits.</p>

2021-2022 Logic Model- Pioneer 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 lack of communication from families and saw a decline in parent/ family interest in program. Research shows that family involvement in afterschool environment can have a positive impact on youth resiliency and development. Program will strive to increase parent/ family engagement and involvement within 21st CCLC to further support youth success and learning opportunities.</p>	<p>Provide family’s educational support</p> <p>Increase family engagement through a fun learning environment</p> <p>Provide ELL classes for participating parents/ families</p>	<p>Programs/ tools to promote family engagement</p> <p>Sunnyside School District</p> <p>ESL Program through Northwest Community Action Center</p> <p>ESL Program through Yakima Valley Community College</p> <p>NCAC Director</p> <p>Pioneer Elementary School Staff</p> <p>21st CCLC Program Staff</p> <p>21st CCLC Funding</p> <p>Supplies- Mind Works, Papa Murphey’s Pizza Kits, STEM Kits</p>	<p>Program offers a combined math family/ youth 3rd- 5th grade tutoring class every other month.</p> <p>Program will offer a family Papa Murphey’s Pizza Night and STEM Night for all youth and families.</p> <p>Program will offer monthly 2-hour family engagement activities around education and SEL topics.</p> <p>Program will provide educational family support by offering ESL classes.</p> <p>Program staff will communicate with families via phone calls. Staff will provide a space for families to learn about their youth’s progress and or academic needs.</p> <p>Site Supervisor Michelle will create a monthly newsletter and provide to all families.</p>	<p>Target parents attend the tutoring class along with their youth and help them with math more often.</p> <p>Parent /family involvement increases. Families who attend learn about different topics and communicate with staff more often. Families will also learn to better support their youth.</p> <p>Parent/ families who attend will feel more comfortable communicating with staff. Families will also increase their own education levels.</p> <p>Families and youth who receive the newsletter are aware of what program is doing and offering. Families feel comfortable asking questions.</p>	<p>75% of youth are completing and submitting their homework regularly.</p> <p>50% increase in student participation in afterschool 21st CCLC activities.</p> <p>All parents/families understand 21st CCLC and the purpose. Parents/ families are actively involved in their youth’s education.</p> <p>Over half of participating Parents/families reported feeling more comfortable communicating with their youth and program staff about education.</p>