Introduction: The Educational Service District 105 (ESD 105), located in Yakima, has completed its first year of this 21st Century Community Learning Centers (21st CCLC) grant program. The 21st CCLC Roadmap to Success (Roadmap) program is a partnership between ESD 105, Enterprise for Progress in the Community (EPIC), Yakima School District and community partners. The 21st CCLC Program offers after-school programs and parent educational opportunities. The program proposed to serve a total of 320 students for 30 days or more and 120 parents at 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

- **444** Youth served
- **90** Family members served
- **3** Afterschool sites
- **121** Days of afterschool
- **16** Different parent trainings
- **100%** ESD sites provided distance learning
- **75%** Family Member goal met
- **51%** Regular attendee goal met
- **28%** Youth attended 60+ days of program
- **6** Offered distance family engagement Hrs.

Demographics

Youth: 444 Total Students in Grade K-8

- **99%** Low-income
- **51%** Hispanic
- **6%** Special Ed.
- **94%** Minority
- **38%** ELL
- **54%** Bilingual
- **55%** Female
- **45%** Male

Family Members

- **16** Total activities
- **26** Total hours of family engagement
- **46** Regular attendee family members participated

*Parent radio program included in activities & hours total
B. Overview of Centers

Barge Lincoln Elementary – Yakima, WA
Grades K-5

Summer Program
• First year of the program, Summer 2019 Program was not required

Before School (In-person program)
• Operated October 7, 2019 – March 13, 2020 for 96 program days
• Served 112 students operating 7:30 to 8:30 AM Monday – Friday

After School (In-person program)
• Operated October 7, 2019 – March 13, 2020 for 96 program days
• Served 112 students operating 3:45 to 5:15 PM Tuesday – Friday
• Special Focus included Enrichment, Homework help, Reading Spanish and Knitting

Distance Learning Program (During COVID)
• Operated April 20, 2020 – June 10, 2020 for 25 program days
• Served 112 students operating 3:00 to 5:00 PM Monday – Friday, 5:45 to 6:45 PM Tuesday & Thursday
• Staff provided a wellness weekly activity post card and weekly activity packets

Martin Luther King Jr. Elementary – Yakima, WA
Grades 3-5

Summer Program
• First year of the program, Summer 2019 Program was not required

Before School (In-person program)
• Operated October 7, 2019 – March 13, 2020 for 86 program days
• Served 69 students operating 7:30 to 8:30 AM Monday – Friday

After School (In-person program)
• Operated October 7, 2019 – March 13, 2020 for 86 program days
• Served 69 students operating 3:00 to 5:10 PM Monday – Thursday
• Special Focus included Writing, STEM, Science, Readers Theater, Nutrition, and Math 4 Love

Distance Learning Program (During COVID)
• Operated May 04, 2020 – June 10, 2020 for 21 program days
• Served 69 students operating 3:00 to 5:00 PM Monday – Friday
• Staff provided a wellness weekly activity post card and weekly activity packets

Washington Middle School – Yakima, WA
Grades 6-8

Summer Program
• This was the first year of the program

After School (In-person program)
• Operated October 7, 2019, 2019 – March 13, 2020 for 77 program days
• Served 263 students operating 2:30 to 4:30 PM Monday – Thursday
• Offered Academic Assistance in enrichments in Reading and Math
• Special Focus included Band/Music, Cooking, Art, ELL Homework, and ESL.

Distance Learning Program (During COVID)
• Operated May 04, 2020 – June 18, 2020 for 37 program days
• Served 263 students operating 3:00 to 5:00 PM Monday – Friday
• Staff provided a wellness weekly activity post card and weekly activity packets
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 agricultural industry continues to attract many immigrant and Hispanic farmworkers to the Yakima community. These seasonal, low-wage jobs have resulted in many low-income students in the target schools (86.8%). The Yakima School District is a mid-size and high-need school district with one of the most diverse student populations in the state. In the three 21st sites, there is a high number and percent of minority students, Hispanic (92%), English Language Learners (54.3%) and migrant students. These communities are also experiencing high poverty levels with the target schools at a high average of 86.8% Free and Reduced Lunch rate. Consequently, 9.5 of every 10 students are minority and 8.7 of 10 are in poverty.

<table>
<thead>
<tr>
<th>Day Range</th>
<th>1-15</th>
<th>16-29</th>
<th>30-59</th>
<th>60-89</th>
<th>90+</th>
<th>Total 30+ days</th>
<th>Total Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student #</td>
<td>204</td>
<td>77</td>
<td>117</td>
<td>32</td>
<td>14</td>
<td>163</td>
<td>444</td>
</tr>
<tr>
<td>Student %</td>
<td>46%</td>
<td>17%</td>
<td>26%</td>
<td>7%</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The corona virus impacted the number of days possible to attend the afterschool center. The center was scheduled to operate 160 days. Due to school closures, the maximum possible days students could attend was 121 days. Many students (63%) were on track to meet this goal of being regular attendees by attending 30 days +. The goal for all centers is for students to attend 30 days or more, which research has found that 30 days+ positively impacts learning.

<table>
<thead>
<tr>
<th>Family Members Served Grant Wide (Goal*: 120 members)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Served 90 Members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regular Attendees Served Year 1 Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>163</td>
</tr>
<tr>
<td>2019-20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Members Served Year 1 Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
</tr>
<tr>
<td>2019-20</td>
</tr>
</tbody>
</table>

Program Quality Assessment 2019 – 2020

Scale 1-5 (Best Practice)

Safe Environment: Youth experience both physical and emotional safety.

Supportive Environment: Adults support youth in learning and growing.

Interaction: Youth support each other and experience a sense of belonging.

Engagement: Youth are able to assert agency over their own learning.
D. State and local outcomes

Coronavirus Impacts State and Local Testing: Due to the school closures, the state SBAC testing was cancelled, which is administered in the Spring of each year. This cancellation of state testing impacted the ability for evaluators and schools to measure proficiency gains in reading and math. Several of ESD 105 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 not be able to be measured this year. Furthermore, the grant also included measuring local academic gains in reading and math using MAP Assessments. Similarly, the Spring MAP assessments were not administered due to school closures. The grant also included measuring student behaviors using the Youth Skills and Belief Survey for direct student feedback. Similarly, to MAP assessments testing, the survey was also canceled. Additionally, the grant included measuring family members participation and knowledge levels through family member surveys. Surveys were not administered at the end of the year as a result of the coronavirus.

We expect to measure these academic outcomes next 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.

<table>
<thead>
<tr>
<th>Student Performance Outcomes</th>
<th>Target</th>
<th>Cohort Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular attending students will increase their reading academic achievement by moving from not proficient to proficient on State Reading Assessments</td>
<td>60%</td>
<td>20%</td>
</tr>
<tr>
<td>Regular attending students will increase their math academic achievement by moving from not proficient to proficient on State Math Assessments</td>
<td>60%</td>
<td>26%</td>
</tr>
<tr>
<td>Self and external assessment observations will be completed, scored and entered into Scores Reporter</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>In Year 1, staff will attend the Live Planning with Data training to review scores</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Three goals based on the PQA scores will be submitted into Scores Reporter each spring</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Parents of regular attending students will increase their opportunities for educational development by attending 4 educational/workshops annually</td>
<td>75%</td>
<td>87%</td>
</tr>
</tbody>
</table>

Suggested Improvements

Data Entry/ Editing: Director, Site Coordinators and staff should work together with the School District to define a demographic editing schedule for this upcoming year. A monthly process is recommended. Additionally, RGI recommends daily program participant attendance entry into the EZ Reports Database System. This will lessen the burden of all parties at the end of the year in the final data review.

Data Collection: RGI recommends evaluator, Site Director, and Site Coordinators 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 corona virus the academic data collection process was disrupted and impacted. With the variation of learning loss it is important to follow the 2020-2021 Logic Model plan and monitor the progress made from Fall 2020 to Spring 2021. Site Coordinators 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 continue serving family members and tracking their attendance. The grant included measuring educational levels of family members who participate in classes/events as well as offering 4 educational workshops/activities to parents of regular attending students. Using surveys as a data collection method will help staff assess efforts made, successes achieved and continuing supports.

Staff Development and Networking: Per grant goal requirements, RGI strongly recommends Site Coordinators and site staff attend YPQA trainings along side Program Director. In year 2 Site Coordinators are required to participate in the Live Planning with Data webinar. As a best practice it is recommended both Site Coordinators and site staff participate within the webinar to begin discussions of what they can improve on. In addition, RGI recommends Site Coordinators work along side site staff to create and develop three YPQA Improvement Goals based on PQA scores. These recommendations will ensure all Site Coordinators and staff understand the YPQA process.