

Evaluation Report School Year 2013-2014

21st Century Community Learning Centers

Champions for Life



For
**Educational Service District 123 &
Kennewick and Clarkston School Districts**

Prepared by
Main Street Project, LLC



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21st Century Community Learning Center

Evaluation Report

2013-2014

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Prepared by



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For

**Educational Service District 123
(ESD123)**

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ESD123 21st Century After School Program

Champions for Life

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Executive Summary

I. Introduction

The Educational Service District 123 (ESD 123) has completed its second year of the 21st Century Community Learning Centers (21st CCLC) grant program. This grant, Champions for Life, is a consortium comprised of the ESD, three Kennewick School District elementary schools: Amistad, Eastgate and Vista as well as Grantham Elementary School in Clarkston. The goal of this grant was to serve 270 students and 200 parents. The program offers extended day programs and opportunities for parent education. The 21st Century Community Learning Center (CCLC) grant is administered through the Office of the Superintendent of Public Instruction (OSPI).

The grant has made two significant changes this year in who is evaluating the grant and the tool for data collection. The local evaluator for the grant this year is Main Street Project, LLC (MSP) with Robert A. “Robbie” Johnson as the principal of that firm. Though this is the first year for MSP to evaluate extended day grants Mr. Johnson has been involved in public education over 30 years and with 21st CCLC extended day programs as a director for eight years.

The ESD has also opted to use EZReports and EZEval this year in place of the tool provided by the former evaluation firm.

II. Background/Context

A. Community Description

The 21st CCLC Project serves the communities of Clarkston and Kennewick located in southeastern Washington. The school demographics, low academic achievement, and high rates of poverty are similar in both communities. Clarkston has few major industries to support local employment. The median household income is 28% below the state average. Grantham Elementary, the target school, is located in Asotin County. The student population is representative of the economic situation of the community.

The neighborhoods of Kennewick are facing similar economic hardship. Parents are concerned about the health and safety of their children. Many families in this area are dependent on the state for nutritional supplementation and access to Temporary Assistance for Needy Families (TANF) is above the state average. The communities are concerned with the amount of gang activity and neighborhood safety. The target schools are also struggling with continual truancy. The target schools in Kennewick served by the 21st CCLC Program are: Amistad Elementary, Eastgate Elementary, and Vista Elementary. They are all within the Kennewick School District.

All schools served by the program are eligible for Title I, Part A fund and have not met Adequate Yearly Progress (AYP).

B. Project Vision and Mission

The consortium has developed the following vision statement for the 21st CCLC:

The ESD 123 21st CCLC Consortium exists to raise academic achievement for all at-risk students in our schools.

C. Characteristics of Population Targeted/Served

The target population is characterized by high percentages of minorities and low income levels. The total enrollment in all target schools was 1784 at the end of 2013. On average 34% of students were of Hispanic origin, which is less than at the time of grant application, but still higher than the state average. Amistad and Eastgate Schools had the highest percentages with 54.5% and 51.1% respectively. Additionally, these two schools reported 57.4% and 40.9% as transitional bilingual respectively. Amistad and Eastgate also have a higher migrant population, with 41.6% and 22.5% each.

The schools in this program also suffer from poverty. The average of free and reduced lunch participants was 87% for all four schools. This is significantly higher than the state average of 46%. Poverty, poor nutrition, and safety concerns all deeply impact the social and emotional development of children and in turn, affect the capacity to succeed academically.

D. Goals & Objectives

The following goals, objectives and outcomes were developed by the consortium to meet the academic needs of students and parents in the communities served.

1. GOALS

Goal 1: Increase students' academic achievement in math and reading.

- **Measurable Outcome 1a:** Among 21st CCLC students in Kennewick and Clarkston with 30-day attendance rates, 80% will increase the Measure of Student Progress (MSP) scores in reading and math by 6% each year, as measured by student level comparative data from OSPI.
- **Measurable Outcome 1b:** For Kennewick, 21st CCLC student attending 30 days or more, 80% will improve on the Measure of Academic Performance (MAP) assessment each year, as measured by semi-annual MAP scores.
- **Measurable Outcome 1c:** For Clarkston, 21st CCLC students attending 30 days or more, 80% will improve on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) pre/post math and reading assessment result to measure student progress each year of the program.

Goal 2: Increase students' engagement and commitment in school.

- **Measurable Outcome 2a:** 80% of 21st CCLC students attending the program for 30 days or more will have an attendance rate of 90% of high, as measured quarterly by attendance records.

Goal 3: Increase parent involvement and language skills.

- **Measurable Outcome 3a:** Increase literacy levels among 80% of ESL training parent participants, as measured by the state-mandated CASAS assessment, administered quarterly by the training provider.
- **Measurable Outcome 3b:** 80% of participating parents will report increased self-confidence and involvement in their child's education, as measured by pre- and post-assessments conducted as a part of each parent activity.

E. Theory of Change/Logic Model

The following is the Logic Model developed according to OSPI recommendations for the 21st CCLC extended day program. The Logic Model provides an overview of the program in addition to developing clear direction, program strategies, and outcomes. Its structure also guides evaluators in assessing the progress of the project. The 21st CCLC model is presented on the following page.

ESD 123 C9 Logic Model

Mission: To serve students from our communities not meeting standards and to provide their parents with educational literacy activities

Inputs:	Outputs:		Outcomes:	
Resources	Activities	Participants	Short-Term	Medium-Term
<i>What we invest</i>	<i>What we do</i>	<i>Who we serve</i>	<i>Immediate changes we expect to see</i>	<i>Changes we expect to see in 3-5 years</i>
<p>21st CCLC Site Coordinators</p> <p>Teachers</p> <p>ESD 123's leadership, management experience, and educational resources</p> <p>Key Community Partner resources</p> <p>Kennewick School District resources</p>	<p>Student activities and curriculum includes: Kidz Math; Kidz Lit; Kidz Science; Science projects. Tutorial support, STEM projects; fitness sessions with Gold's Gym; Nutrition & Safety; dance Zumba!; Computer skills; Friendship Club; Chess Club; Soccer; Arts & Crafts; Education board games; CRATE activities; The Learning Club; Archery; Drama; Literature Art</p> <p>Parent activities: ESL; GED classes; Family Movie Night; Love & Logic Parent Classes</p> <p>YPQA Continuous Quality Improvement Plan: Assess, Plan, Improve</p>	<p>270 students in grades 3-5 in the Kennewick School District and grades 3-6 in the Clarkston School District for a minimum of 30 days before school and after school, as well as summer</p> <p>200 parents of the target students will participate in educational activities</p>	<p>80% of participating students will increase their math and reading MSP scores by 6% each year</p> <p>80% of participating students in the Kennewick School District will increase their math and reading MAPs scores</p> <p>80% of participating students in the Clarkston School District will increase their math and reading DIBELS scores</p> <p>80% of participating students will have 90% school attendance rates</p> <p>200 parents will participate in adult literacy and/or other parent identified activities</p> <p>80% of parent ESL training participants will increase English literacy on the CASAS assessment</p> <p>80% of participating parents will report increased self-confidence and involvement in their child's education</p>	<p>Target schools will meet Annual Yearly Progress (AYP) benchmarks in Reading, Math, and Science</p> <p>Increase in school attendance</p> <p>Increase in academic achievement on state and local exams in math and reading</p> <p>Increased parent involvement and parenting skills</p>

III. Project Description

A. Annual Schedule, Intensity and Duration of Services

The four school centers were to operate for 30 weeks, Monday-Friday, for approximately 13 hours per week. Activities and curricula included STEM education, STEM Discover Lab, Design It!, Engineering in Out-of-School Programs, and Engineering adventures, arts education, tutoring, team-building activities, health and fitness activities, KidzMath, KidzLit, and KidzScience. The programs align with state standards to improve student achievement. Each school site report details specific information about programs provided.

B. Feeder Schools

Each of the four school buildings served its own regular attending students.

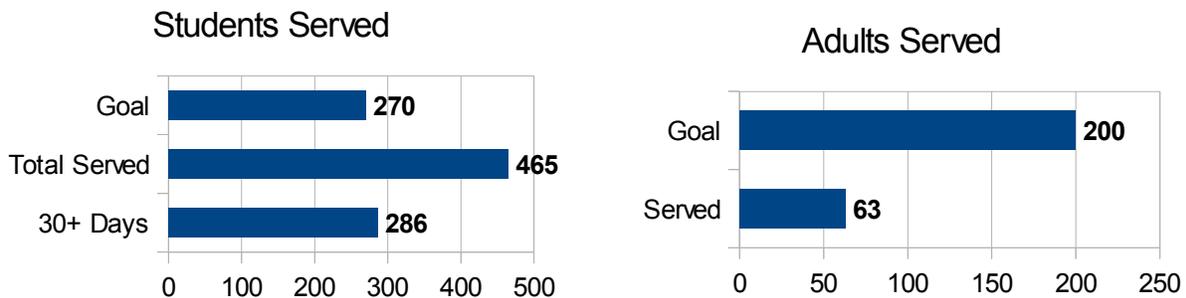
C. Partnerships

The Educational Service District 123 (ESD 123) worked with local school districts to develop school-based and extended day programs. The two partner schools hosted the extended day programs, which operated in the school buildings, provided academic assistance, enrichment and parent activities. Other partners from the surrounding communities provided student enrichment and parent activities and classes.

IV. Data Collection Methodology

A. Attendance/Retention of Students

Grant-wide, the programs served a total of 465 students and 63 parents, as depicted in the charts below.



B. Local Students Achievement Data

The first measurable goal of this program was to increase math and reading scores. Math scores improved at all four schools, and reading improved at three of the four schools.

Another measurable goal of this program was to increase engagement and commitment to school, specifically improving regular school day attendance. Overall, the program had success in this area

with an average of 84.97% of students attending at least 90% of school days, which surpasses the goal of 80% attendance rate.

C. Observations of Student Behavior and Attitudes

The Cohort 9 program opted to participate in a student survey pilot to gauge student impact rather than a teacher survey. At this writing, student survey data was not available.

D. Programs Quality Assessment

ESD 123 has participated in the Youth Program Quality Intervention (YPQI) process since the earliest possible pilot years. The sites do internal observations using the Youth Program Quality Assessment (YPQA) form A. The sites also completed Form B of the YPQA. This data along with the external assessments from the previous year were used by the sites during an Advanced Planning with Data session in the fall of 2013. Sites were to create goals based upon the data they received. Some of the goals included training needs in various youth work methods as offered through the Center for Youth Program Quality. The state was not able to provide methods training this past year, but ESD 123 was able to incorporate methods short courses into some of their monthly staff meetings.

The ESD is developing capacity in YPQI training as one of the directors is trained in Youth Work methods Trainer of Trainer and Youth Work Management and is an external assessor. The local evaluator has similar qualifications.

MSP, LLC did two external evaluations in February as well. This data will be used in future planning sessions.

V. School Site Reports

A report on each site follows the executive summary. Program implementation and impact are discussed. Strengths and challenges are noted and recommendations are made.

Amistad Elementary School

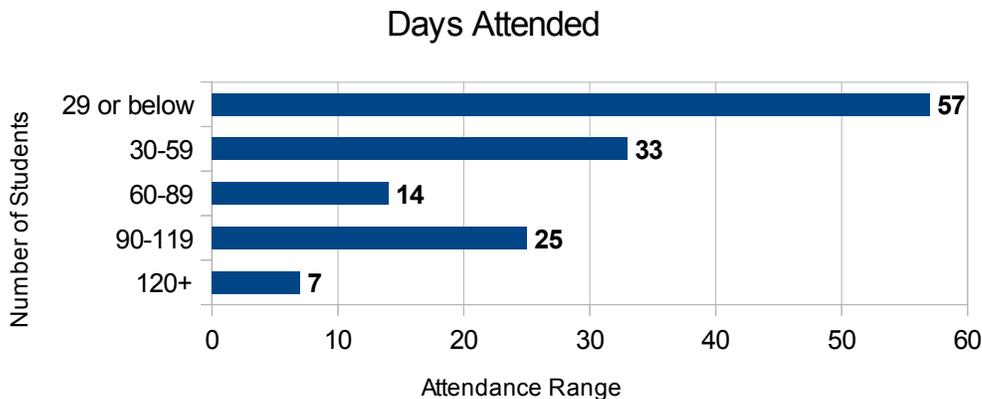
I. Introduction

Amistad Elementary School hosted a 21st Century Community Learning Center (21st CCLC) – Extended Day Program in the 2013-2014 school year. The programs offered services for students and parents. The goal of the program was to extended daily academic assistance and provide enrichment activities for 70 students each year in grades 3 through 5. The program proposed to implement parent education and literacy activities for 50 parents over the course of a year.

II. Program Implementation Findings

A. Recruitment of Target Population

The goal for students served at this site was 70 students as “regular attendees.” Students who attend 30 days or more are defined as “regular attendees” according to OSPI. The program recruited 136 students who participated in the program. A total of 79 of these students attended 30 days or more. The goal of serving 70 students was exceeded for this site.



After data analysis, it was found that 46 students attended over 60 days. Of student population served, 98.2% were eligible for free or reduced lunch and 88.7% were of Hispanic origin compared to the proposed target population.

B. Program Implementation (Fidelity)

Operations

The extended day programs operated 32 weeks for 13 hours per week. Summer program was offered for five weeks and 15 hours per week. These hours meet or exceed number in the original grant.

Activities

The programs provided various enrichment activities in addition to academic assistance. Some of these include: KidzMath, KidzLit, KidzScience, Geography, fitness activities, and LEGO lab. The program emphasizes math and reading assistance for students, which addresses the low academic achievement of the target population.

Adults Served

The Amistad site offered Love and Logic Parenting classes consisting of eight sessions in January and February. Seven parents attended the classes.

Transportation

The School district is providing transportation as an in-kind donation.

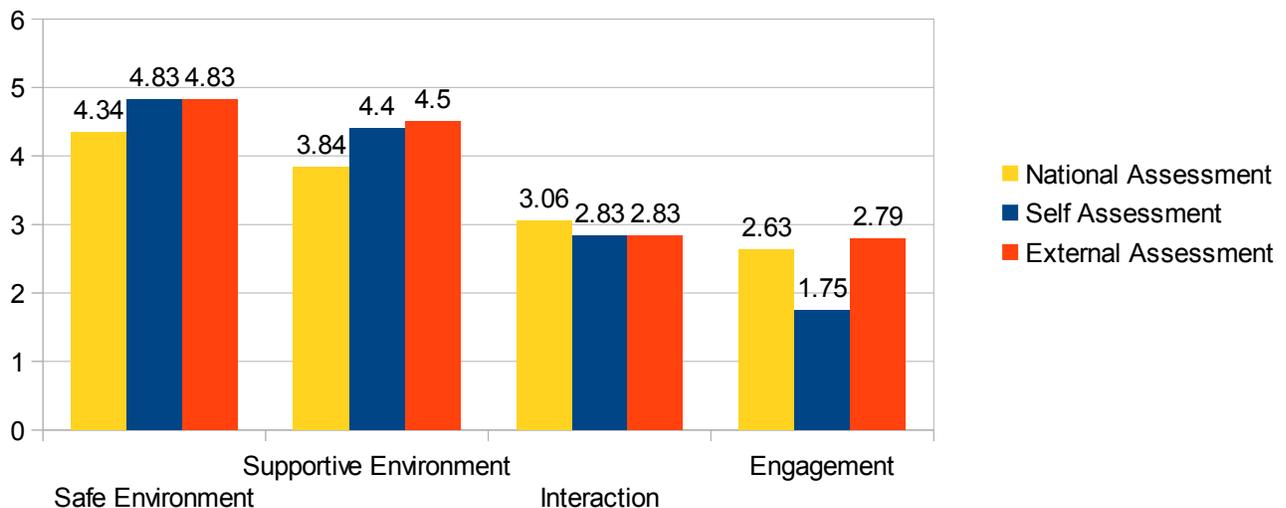
C. Barriers to Implementation

No barriers to implementation were reported this year.

D. Program Quality Assessment

The graph below is a data set commonly used at a Planning with Data session. This compares the internal assessments of the staff as they observed one another with the observations of an external assessor. Average of national assessments is also shown. An important caveat is that both types of assessments are only a snapshot or a moment in time, not long-term findings.

National, Local, and External Assessment



The external and internal assessments are closely aligned in the categories of Safe Environment, Support Environment and Interaction. The scores on the first two area are both relatively high indicating agreement by both parties that the learning environment is both safe and supportive. The gap becomes wider when dealing with Engagement. The scores are also lower. The pattern of scores dropping across the four scales is consistent with national data. One would expect goals to develop in the ares of Interaction and Engagement, as was the case.

III. Program Impact Findings

A. Local Student Achievement Data

Students were tested using MAP in reading and math. The goal was to have 80% of students improve

their scores in both subjects. In math, 93.06% improved, and 95.83% improved in reading. In both areas, the goal was surpassed.

B. State Student Achievement Data

The Measurement of Student Progress (MSP) for grades 3-8 is conducted by the state. Assessment results was collected for 110 students in reading and for 111 in math. Results of those assessments for regular attendees is listed below.

Subject	Met Standard	Did Not Meet Standard	Percent Meeting Standard
Reading	46	64	41.80%
Math	32	79	28.80%

Data is also reported by proficiency levels. That data is listed below.

Proficiency Levels				
Subject	Level 1	Level 2	Level 3	Level 4
Reading	17	47	31	15
Math	46	33	22	10

C. Student Behaviors and Attitudes (Social and Emotional Competency)

The results of the state student pilot survey follow:

YOUTH SKILLS AND BELIEFS	Not at all true	Somewhat true	Mostly true	Completely true
ACADEMIC IDENTITY	0.0%	0.0%	7.7%	92.3%
POSITIVE MINDSETS	0.0%	11.50%	11.5%	76.9%
SELF-MANAGEMENT	0.0%	11.5%	11.5%	73.1%
SCHOOL BELONGING	3.9%	11.5%	19.2%	65.4%
INTERPERSONAL SKILLS	3.9%	0.0%	42.3%	53.9%

PROGRAM EXPERIENCES AND IMPACT	Not at all true	Somewhat true	Mostly true	Completely true
PROGRAM BELONGING AND ENGAGEMENT	0.0%	4.0%	12.0%	84.0%
ACADEMIC BEHAVIORS (RETROSPECTIVE)	0.0%	4.0%	8.0%	88.0%
SELF-MANAGEMENT (RETROSPECTIVE)	0.0%	8.0%	20.0%	72.0%

D. Adult Classes

Seven adults attended the program offered. The overall goal for the grant was to serve 200 parents and the grant served 63, so this goal was not met.

E. Community Collaborations

Amistad staff continue to collaborate with a variety partners that provide materials and services to the site. Kennewick School District contributions of space, technology and manpower are the majority of the in-kind contributions. Other collaborators included ACT Children's Theater, CHREST Museum, The Naked Wall, KADLEC Academy, Tri-Tech, the Reptile Man, Margarita Alaman, and the Steel Drum Band. Amistad staff reported \$31,049 of in-kind contributions.

F. Program Quality Assessment

Amistad developed three goals in areas of highest need in the assessment. The goals included: 1. recognize positive behavior as it happens and give students with negative behavior the desire for positive behavior; 2. increase participation by using reflection and age-appropriate activities; and 3. increase parent involvement. The methods used to achieve goals were ask, listen, and encourage, planning and reflection, and building community.

IV. Discussion

A. Academic Achievement

The program goal was for 80% of the regular attendees to make improvements on the MAP assessment in reading and math. As discussed earlier, 93.06% improved in math and 95.83% improved in reading. This goal was successfully met.

B. State Assessment Data

The number of regular attendees increased this year and the number of student tested increased proportionately. The percentage of students that met standard in reading was lower while the percentage in math was higher than the previous grant year. This comparison is not of the same group of students over time. Measures such as Student Growth Percentile allow comparison over time for future grant years.

C. State Student Survey Pilot

The state conducted a student survey pilot in some schools in the place of teacher surveys. The results of the student survey at Amistad are extremely positive. Academic Identity had 92.3% respond Completely True. Academic Behaviors and Program Belonging and Engagement were next highest with 88% and 84% respectively. Interpersonal Skills was the lowest with 53.9% indicating Completely True. Interpersonal Skills and School Belonging were the only items that had negative responses.

This is the first year of this assessment tool. It does represent baseline data across the state. It will be used state-wide in the coming year but there may be some refinements from the current tool.

D. Progress in Meeting Student and Program Performance Indicators

The goal was to serve 70 students as regular attendees of thirty or more days. The site served 79 regular attendees. This goal was met.

Goal 2 dealt with student engagement and attendance was used to measure that factor. The goal was for 80% of the regular attendees to have 90% attendance in day school. At Amistad 78 of the 79 or 98.73% of the regular attendees attended 90% or more. Goal 2 was successfully met at Amistad.

V. Program Strengths and Challenges

A. Strengths

- The ESD has a great deal of experience in 21st CCLC programs and as such has recommended some very strong curricular materials such KidzLit, KidzMath, and KidzScience.
- Amistad had embraced the YPQI process and is active both in the assessment area and in getting methods training.
- Program numbers were strong for program attendance.
- Students made good progress on academic achievement
- Day school attendance of the regular attendee group was very good.

B. Challenges

- Adult program attendance continues to be a challenge.

VI. Recommendations

A. Academic Achievement

- MSP recommends that staff continue to use and get training in the Kidz series of materials. Staff that were using these materials during external evaluation consistently scored well on the YPQA and the quality of the content was quite good also.

B. Parent Programs

Schools in the Kennewick School District have a unique advantage that extended day sites need to leverage. Kennewick is a member of the National Network of Partnership Schools (NNPS) through Johns Hopkins University. School sites each have Action Teams for Partnership (ATP). The district has a coordinator and key contact with the NNPS. The purpose of NNPS is “to organize and sustain excellent programs of family and community involvement that will increase student success in school.” Each ATP is charged with this mission at their respective sites. Specific action items include:

- Meet with the district coordinator and know the overall goals of the program,
- Know the building leaders and the goals of that school.
- Attend staff and/or ATP meetings
- Develop a plan for the grant goals can fit or enhance the ATP goals of the site.

C. Recommendations for Using Evaluation Results for Program Improvement, Sustainability, Informing Partners & Staff

- Sharing evaluation results with stakeholders is vital. Staff need feedback and the information to set goals.

D. Improving Program Design and Quality

- Plans have been made both in YPQI and parent programs. Now is the time to focus on the execution of those plans.

E. Improving Participant Outcomes (Recruitment, Attendance/Retention, Student Achievement and Behavior)

- The staff at the Amistad site are doing a good job in this area. The primary goals of regular attendees are being met as well as secondary goals for active attendees.
- Identifying and training a second in command at this site is important.

Eastgate Elementary School

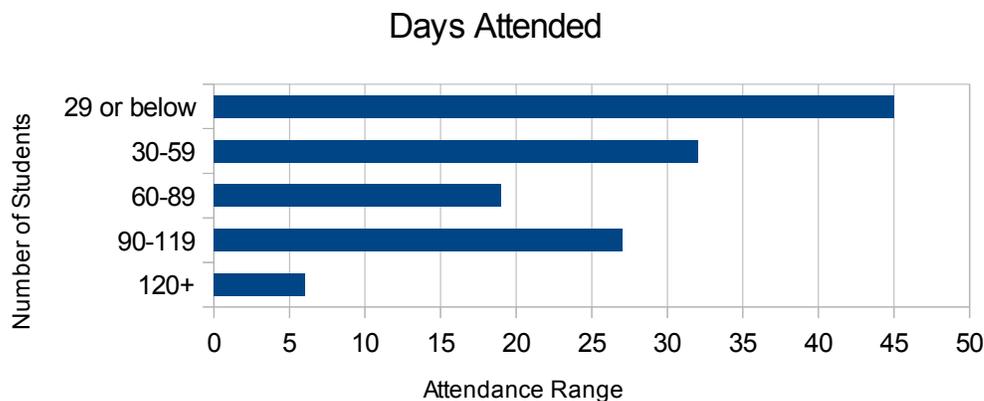
I. Introduction

Eastgate Elementary School hosted a 21st Century Community Learning Center (21st CCLC) – Extended Day Program in the 2013-2014 school year. The programs offered services for students and parents. The goal of the program was to extended daily academic assistance and provide enrichment activities for 70 students each year in grades 3 through 5. The program proposed to implement parent education and literacy activities for 50 parents over the course of a year.

II. Program Implementation Findings

A. Recruitment of Target Population

The goal for students served at this site was 70 students as “regular attendees.” Students who attend 30 days or more are defined as “regular attendees” according to OSPI. The program recruited 129 students who participated in the program. A total of 84 of these students attended 30 days or more. The goal of serving 70 students was exceeded for this site.



After data analysis, it was found that Another important note is 52 students attended over 60 days. Of student population served, 97.7% were eligible for free or reduced lunch and 95.8% were of Hispanic origin compared to the proposed target population.

B. Program Implementation (Fidelity)

Operations

The extended day programs operated 36 weeks for 13 hours per week. Summer program is offered for five weeks and for 20 hours each week. These hour meet or exceed the hour in the original grant proposal.

Activities

The programs provided various enrichment activities in addition to academic assistance. Some of these include: KidzMath, KidzLit, KidzScience, computer lab, WOW Wednesday community collaborations, and team-building. The program emphasizes math and reading assistance for students, which addresses

the low academic achievement of the target population.

Adults Served

Parent training programs consist of an ESL class through a local church group. Great Families was also another course offering for adults.

Transportation

The School district is providing transportation as an in-kind donation.

C. Barriers to Implementation

No barriers to implementation were reported.

D. Program Quality Assessment

Eastgate developed three goals in areas of highest need in the assessment. The goals included: 1. students share ideas, make choices and take responsibility; 2. create an environment where youth feel welcomed, accepted and valued; and 3. reframe conflict. The methods used to achieve goals were youth voice, building community, C.R.A.T.E., icebreakers, Energizers Manual, and reframing conflict.

III. Program Impact Findings

A. Local Student Achievement Data

Students were tested using MAPs in reading and math. The goal was to have 80% of student improve their scores in both subjects. In math, 92.31% improved, and 92.42% improved in reading. In both areas, the goal was surpassed.

B. State Student Achievement Data

Eastgate participated in the pilot program for Smarter Balance testing. As a result no data will be available for state student testing.

C. Student Behaviors and Attitudes (Social and Emotional Competency)

Results of the student survey pilot follow:

YOUTH SKILLS AND BELIEFS	Not at all true	Somewhat true	Mostly true	Completely true
ACADEMIC IDENTITY	0.0%	0.0%	19.2%	80.8%
POSITIVE MINDSETS	0.0%	4.0%	36.0%	64.0%
SELF-MANAGEMENT	0.0%	23.1%	19.2%	57.7%
SCHOOL BELONGING	0.0%	16.7%	20.8%	62.5%
INTERPERSONAL SKILLS	0.0%	0.0%	33.3%	66.7%

PROGRAM EXPERIENCES AND IMPACT	Not at all true	Somewhat true	Mostly true	Completely true
PROGRAM BELONGING AND ENGAGEMENT	0.0%	4.2%	12.5%	83.3%
ACADEMIC BEHAVIORS (RETROSPECTIVE)	0.0%	20.8%	8.3%	70.8%
SELF-MANAGEMENT (RETROSPECTIVE)	0.0%	17.4%	30.4%	52.2%

D. Adult Classes

Nine adults were served by the Eastgate program in the ESL program provided by a local church. CASAS data was not available as the church did not provide this testing.

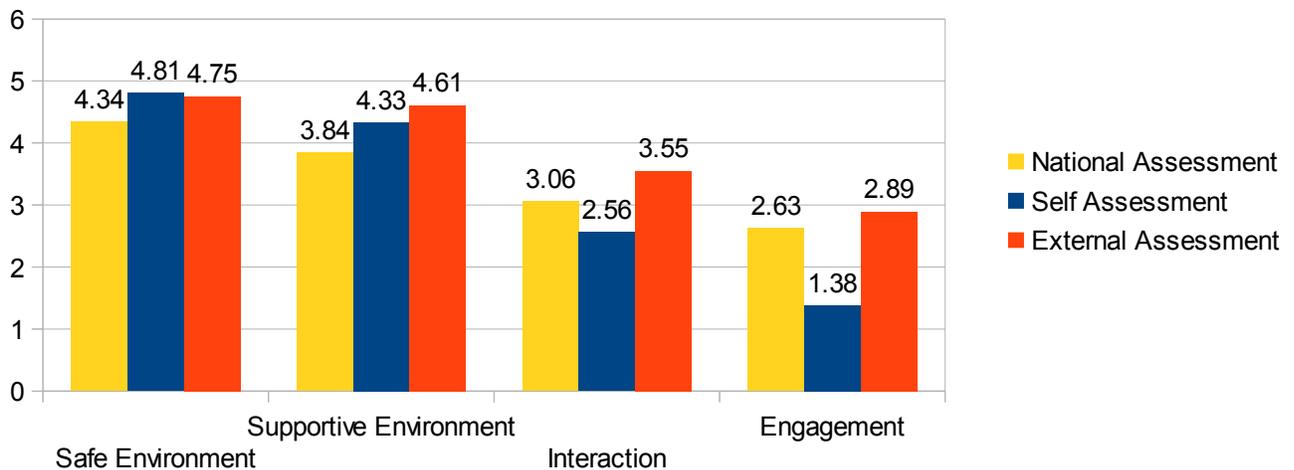
E. Community Collaborations

Eastgate staff continue to collaborate with a variety partners that provide materials and services to the site. Kennewick School District contributions of space, technology and manpower are the majority of the in-kind contributions. Other agencies included the USDA meals program, CHREST Museum and the Naked Wall. After School Matters also contributed materials and volunteer staff. Eastgate staff reported \$81,963 of in-kind contributions.

F. Program Quality Assessment

The graph below is a data set commonly used at a Planning with Data session. This compares the internal assessments of the staff as they observed one another with the observations of an external assessor. Average of national assessments is also shown. An important caveat is that both types of assessments are only a snapshot or a moment in time, not long-term findings.

National, Self, and External Assessments



The external and internal assessments are closely aligned in the categories of Safe Environment and Support Environment. The scores on these two areas are both relatively high indicating agreement by both parties that the learning environment is both safe and supportive. The gap becomes wider when dealing with Interaction and Engagement. The scores are also lower. The pattern of scores dropping across the four scales is consistent with national data. One would expect goals to develop in the areas of Interaction and Engagement, as was the case.

IV. Discussion

A. Academic Achievement

As reported above, students at Eastgate take the MAP assessment. Data indicates that 92.31% of the students improved in math and 92.42% improved in reading. The goal was for 80% to make improvements. This exceeds the standard set.

B. State Assessments

The Eastgate site participated in the Smarter Balanced State Assessment so state assessment data will not be available for this site.

C. Student Behaviors and Attitudes (Social and Emotional Competency)

The state conducted a student survey pilot in some schools in the place of teacher surveys. The results of the student survey are very positive. Program Belonging and Academic Identity had the highest percentage Completely True with 83.3% and 80.8% respectively. The lowest scores were Self-Management and Self Management (Retrospective) with responses of Completely True being 57.7% and 52.2% respectively. There were no negative responses.

This is the first year of this assessment tool. It does represent baseline data across the state. It will be used state-wide in the coming year but there may be some refinements from the current tool.

D. Progress in Meeting Student and Program Performance Indicators

The site served 84 regular attendees this year so the goal of serving 70 regular attendees was met and exceeded.

Goal 2 dealt with student engagement and attendance was used to measure that factor. The goal was for 80% of the regular attendees to have 90% attendance in day school. At Eastgate 79 of the 84 or 94.05% of the regular attendees attended 90% or more. Goal 2 was successfully met at Eastgate.

V. Program Strengths and Challenges

A. Strengths

- The ESD has a great deal of experience in 21st CCLC programs and as such has recommended some very strong curricular materials such KidzLit, KidzMath, and KidzScience.
- Eastgate staff have embraced the YPQI process and is active both in the assessment area and in getting methods training.
- Program numbers were strong for program attendance.
- Students made good progress on academic achievement.
- Day school attendance of the regular attendee group was very good.

B. Challenges

- Increasing numbers in the adult programs is a challenge.

VI. Recommendations

A. Academic Achievement

- MSP recommends that staff continue to use and get training in the Kidz series of materials. Staff that were using these materials during external evaluation consistently scored well on the YPQA and the quality of the content was quite good also.

B. Parent Programs

Schools in the Kennewick School District have a unique advantage that extended day sites need to leverage. Kennewick is a member of the National Network of Partnership Schools (NNPS) through Johns Hopkins University. School sites each have Action Teams for Partnership (ATP). The district has a coordinator and key contact with the NNPS. The purpose of NNPS is “to organize and sustain excellent programs of family and community involvement that will increase student success in school.” Each ATP is charged with this mission at their respective sites. Specific action items include:

- Meet with the district coordinator and know the overall goals of the program.
- Know the building leaders and the goals of that school.
- Attend staff and/or ATP meetings.
- Develop a plan for the grant goals that can fit or enhance the ATP goals of the site.

C. Recommendations for Using Evaluation Results for Program Improvement, Sustainability, Informing Partners & Staff

- Sharing evaluation results with stakeholders is vital. Staff need feedback and the information to set goals.

D. Improving Program Design and Quality

Plans have been made both in YPQI and parent programs. Now is the time to focus on the execution of those plans.

E. Improving Participant Outcomes (Recruitment, Attendance/Retention, Student Achievement and Behavior)

- The staff at Eastgate have done a good job recruiting the target population in good numbers. A good percentage of those student have gone on to be active attendees. Student achievement is good based on the data available. It would be valuable to have some survey data to assess student behavior.

Vista Elementary School

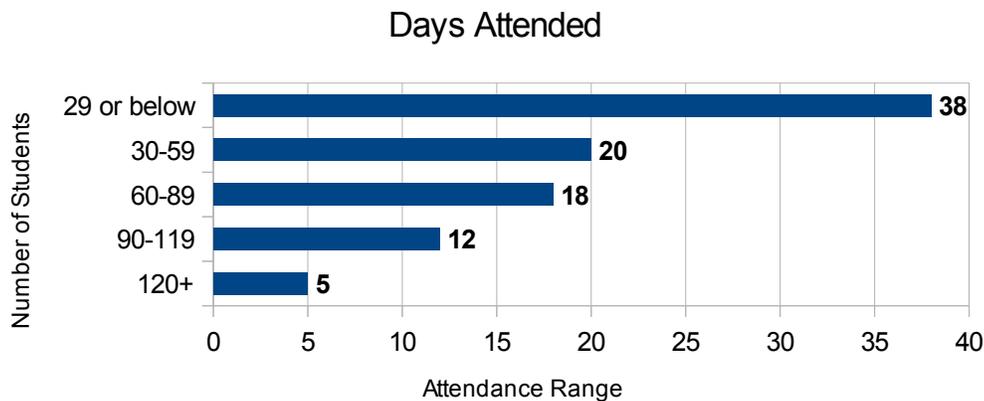
I. Introduction

Vista Elementary School hosted a 21st Century Community Learning Center (21st CCLC) – Extended Day Program in the 2013-2014 school year. The programs offered services for students and parents. The goal of the program was to extended daily academic assistance and provide enrichment activities for 70 students each year in grades 3 through 5. The program proposed to implement parent education and literacy activities for 50 parents over the course of a year.

II. Program Implementation Findings

A. Recruitment of Target Population

The goal for students served at this site was 70 students as “regular attendees.” Students who attend 30 days or more are defined as “regular attendees” according to OSPI. The program recruited 93 students who participated in the program. A total of 55 of these students attended 30 days or more.



The site did not make the grant goal of 70 regular attendees. It is important to note that 35 students attended over 60 days. Of student population served, 92.5% were eligible for free or reduced lunch and 58.5% were of Hispanic origin compared to the proposed target population.

B. Program Implementation (Fidelity)

Operations

The extended day programs operated 33 weeks for 13 hours per week. The summer program operates for five weeks and for 15 hours per week. These hours meet or exceed the original grant proposal

Activities

The programs provided various enrichment activities in addition to academic assistance. Some of these include: KidzMath, KidzLit, KidzScience, Kadlec Academy healthy lifestyle activities, CRATE team-building, yearbook class where students learned graphic design, storytelling, and homework assistance. The program emphasizes math and reading assistance for students, which addresses the low academic achievement of the target population.

Adults Served

Five adults were served at the Vista site.

Transportation

The School district is providing transportation as an in-kind donation.

C. Barriers to Implementation

No barriers to implementation were noted.

D. Program Quality Assessment

Vista developed three goals in areas of highest need in the assessment. The goals included: 1. give youth one formal opportunity to document a reflection of the weekly program; 2. give parents an opportunity to participate in bi-monthly parent education nights; and 3. youth would provide input in their daily activities in a monthly planning meeting. The methods used to achieve goals were reflection and planning, Healthy Families, cooperative learning and active learning.

III. Program Impact Findings

A. Local Student Achievement Data

Students were tested using MAPs in reading and math. The goal was to have 80% of students improve their scores in both subjects. In math, 96.15% improved, and 94.23% improved in reading. In both areas, the goal was surpassed.

B. State Student Achievement Data

The Measurement of Student Progress (MSP) for grades 3-8 is conducted by the state. Assessment results was collected for 51 students in reading and for 51 in math. Results of those assessments for regular attendees is listed below.

Subject	Met Standard	Did Not Meet Standard	Percent Meeting Standard
Reading	13	38	25.50%
Math	28	23	54.90%

Data is also reported by proficiency levels. That data is listed below.

Proficiency Levels				
Subject	Level 1	Level 2	Level 3	Level 4
Math	21	17	12	1
Reading	1	22	24	4

C. Student Behaviors and Attitudes (Social and Emotional Competency)

The results of the state student survey pilot follow:

YOUTH SKILLS AND BELIEFS	Not at all true	Somewhat true	Mostly true	Completely true
ACADEMIC IDENTITY	0.0%	22.7%	13.6%	63.6%
POSITIVE MINDSETS	0.0%	27.3%	27.3%	45.5%
SELF-MANAGEMENT	4.6%	54.6%	4.6%	36.4%
SCHOOL BELONGING	4.6%	27.3%	18.2%	50.0%
INTERPERSONAL SKILLS	4.6%	18.2%	36.4%	40.90%

PROGRAM EXPERIENCES AND IMPACT	Not at all true	Somewhat true	Mostly true	Completely true
PROGRAM BELONGING AND EXGAGMENT	4.6%	22.7%	27.3%	45.5%
ACADEMIC BEHAVIORS (RETROSPECTIVE)	4.6%	36.40%	18.2%	40.9%
SELF-MANAGEMENT (RETROSPECTIVE)	4.6%	36.4%	22.7%	36.4%

D. Adult Classes

Vista offered an adult program called Vista Parent Connections. Five parents of regular attendees participated in this program.

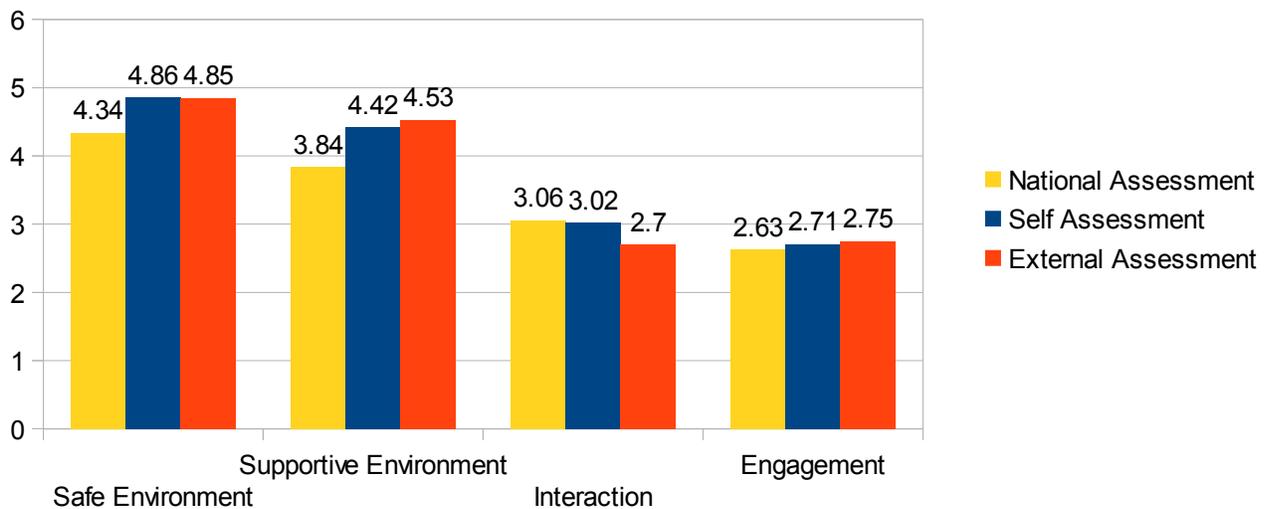
E. Community Collaborations

Vista staff continue to collaborate with a variety partners that provide materials and services to the site. Kennewick School District contributions of space, technology and manpower are the majority of the in-kind contributions. Other contributors include: USDA Meals Program, KADLEC Academy, Dale Ingram and LIGO, Lisa Brouwer-Thompson and the Naked Wall. Other volunteers include: Brooke Smitha, Jarrod Kessie, Phill Susser, Sergent Mark Webber, Tri-Cities Herald Reporter and Railroad Presenter . Vista staff reported \$65,971 of in-kind contributions.

F. Program Quality Assessment

The graph below is a data set commonly used at a Planning with Data session. This compares the internal assessments of the staff as they observed one another with the observations of an external assessor. Average of national assessments is also shown. An important caveat is that both types of assessments are only a snapshot or a moment in time, not long-term findings.

National, Self, and External Assessments



The external and internal assessments are aligned very closely across all four domains. The scores on the first two measures are both relatively high indicating agreement by both parties that the learning environment is both safe and supportive. The pattern of scores dropping across the four scales is consistent with national data. One would expect goals to develop in the areas of Interaction and Engagement, as was the case.

IV. Discussion

A. Academic Achievement

As indicated above 96.15% of the students increased their math score on MAP. Also, 94.23% increased their score in reading. Over 80% of the student improved in math and reading so Goal 1b was met at this site.

B. State Assessment Data

The number of regular attendees that took the state assessments was 51 and that was slightly less than last year. The percentage of students that met standard in reading was higher while the percentage meeting standard in math was about the same as the previous grant year. This comparison is not of the same group of students over time. Measures such as Student Growth Percentile allow comparison over time for future grant years.

C. Student Behaviors and Attitudes (Social and Emotional Competency)

The state conducted a student survey pilot in some schools in the place of teacher surveys. The results of the student survey at Vista showed some positive strength. Academic Identity was the highest percentage at 63.6% responding Completely True. Self Management and Self-Management (Retrospective) had the lowest percentage of those responding Completely True with 36.4% each. There were some negative response in all but two areas.

This is the first year of this assessment tool. It does represent baseline data across the state. It will be used state-wide in the coming year but there may be some refinements from the current tool.

B. Progress in Meeting Student and Program Performance Indicators

The site served 55 regular attendees so it did not achieve the goal of 70 regular attendees.

Goal 2 dealt with student engagement and attendance was used to measure that factor. The goal was for 80% of the regular attendees to have 90% attendance in day school. At Vista 52 of the 55 or 94.55% of the regular attendees attended 90% or more. Vista successfully met Goal 2.

V. Program Strengths and Challenges

A. Strengths

- The ESD has a great deal of experience in 21st CCLC programs and as such has recommended some very strong curricular materials such KidzLit, KidzMath, and KidzScience.
- Vista staff members have embraced the YPQI process and are active both in the assessment area and in getting methods training.
- Students made good progress on academic achievement.
- Though the site coordinator that started the year left mid-year, the ESD was able to recruit an outstanding quality experienced coordinator for the site.

B. Challenges

- Increasing the number of students attending 30 or more days is an important challenge. The staff needs to increase the number students served overall and more closely monitor attendance to see that they are making the 30 day threshold.
- Increasing numbers in the adult programs is a challenge.
- Developing a second person in command at the site in a short time would be very important.

VI. Recommendations

A. Academic Achievement

- MSP recommends that staff continue to use and get training in the Kidz series of materials. Staff that were using these materials during external evaluation consistently scored well on the YPQA and the quality of the content was quite good also.

B. Parent Programs

Schools in the Kennewick School District have a unique advantage that extended day sites need to leverage. Kennewick is a member of the National Network of Partnership Schools (NNPS) through Johns Hopkins University. School sites each have Action Teams for Partnership (ATP). The district has a coordinator and key contact with the NNPS. The purpose of NNPS is “to organize and sustain excellent programs of family and community involvement that will increase student success in school.” Each ATP is charged with this mission at their respective sites. Specific action items include:

- Meet with the district coordinator and know the overall goals of the program,
- Know the building leaders and the goals of that school.
- Attend staff and/or ATP meetings

- Develop a plan for the grant goals that can fit or enhance the ATP goals of the site

C. Recommendations for Using Evaluation Results for Program Improvement, Sustainability, Informing Partners & Staff

- Sharing evaluation results with stakeholders is vital. Staff need feedback and the information to set goals.

D. Improving Program Design and Quality

- Plans have been made in YPQI, student program recruitment, and parent programs. Now is the time to focus on the execution of those plans.

E. Improving Participant Outcomes (Recruitment, Attendance/Retention, Student Achievement and Behavior)

- Retention should be a key focus this coming year at the Vista site. One of the best ways to handle this is to monitor attendance regularly.

Grantham Elementary School

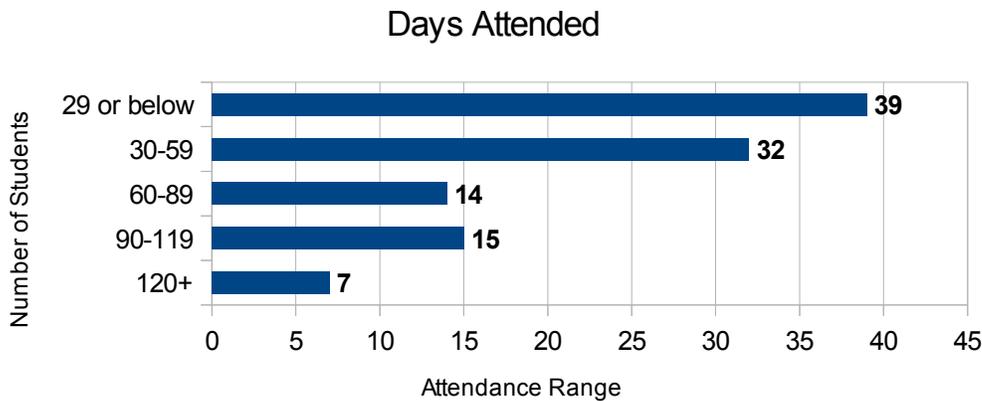
I. Introduction

Grantham Elementary School hosted a 21st Century Community Learning Center (21st CCLC) – Extended Day Program in the 2013-2014 school year. The programs offered services for students and parents. The goal of the program was to extended daily academic assistance and provide enrichment activities for 60 students each year in grades 3 through 6. The program proposed to implement parent education and literacy activities for 50 parents over the course of a year.

II. Program Implementation Findings

A. Recruitment of Target Population

The goal for students served at this site was 60 students as “regular attendees.” Students who attend 30 days or more are defined as “regular attendees” according to OSPI. The program recruited 107 students who participated in the program. A total of 68 of these students attended 30 days or more. This met the goal for the site.



Active attendees have 60 or more days in program and Grantham had 36 active attendees. Grantham had 22 students that attended 90 or more days of program. Of student population served, 85% qualified for free or reduced lunch.

B. Program Implementation (Fidelity)

Operations

The extended day programs operated 33 weeks for 14 hours per week. Summer program is operated for four weeks and 20 hours per week. These hours meet or exceed the original grant proposal.

Activities

The programs provided various enrichment activities in addition to academic assistance. Some of these include: KidzMath, KidzLit, KidzScience, graffiti wall, computer lab activities for math, reading, and keyboarding, STEM activities, drama, educational games, team-building activities, and The Learning Club one-on-one tutoring. The program emphasizes math and reading assistance for students, which addresses the low academic achievement of the target population.

Adults Served

The program is providing parent training in a series of educational forums for parents to learn how to help their student with study skills, homework, and motivation. Forty-two parents were served at this site.

Transportation

The School district is providing transportation as an in-kind donation.

C. Barriers to Implementation

No barriers to implementation were noted.

D. Program Quality Assessment

Grantham developed three goals in areas of highest need in the assessment. The goals included: 1. give students the opportunity to make open-ended content choices within activities; 2. students will get to know each other beyond the surface level; and 3. students will participate in resolving conflict and understand consequences. The methods used to achieve goals were 21st CCLC grant list and ideas, Youth Voice, CRATE training, building community, resolving conflict and reframing conflict.

III. Program Impact Findings

A. Local Student Achievement Data

Students were tested in the areas of math and reading. Third grade continued to use DIBELS testing but grades 4-6 used Scholastic Math and Reading assessments. The goal was to have 80% of students improve their scores in both subjects. All third grade students (100%) improved in the area of math and 91% improved in reading. Scores on the Scholastic math assessment saw 35 of 40 students or 87.5% improve. Scores on the Scholastic Reading were more problematic with 27 of 40 or 67.5% of the students making improvement. As a result of the Scholastic reading score the goal was not met.

B. State Student Achievement Data

Another measure of student academic achievement is the Measurement of Student Progress (MSP) for grades 3-8 conducted by the state. Grantham had 66 regular attendees take both the reading and math MSP. In reading, 42 students (63.6%) met the state standard. In math, 39 students (59.1%) met the state standard.

The state has established proficiency levels for the MSP. The regular attendees at Grantham scored as follows.

Grantham Elementary School				
Subjects	Level 1	Level 2	Level 3	Level 4
Reading	3	21	25	17
Math	10	17	28	11

C. Student Behaviors and Attitudes (Social and Emotional Competency)

The results of the state student survey pilot follow:

YOUTH SKILLS AND BELIEFS	Not at all true	Somewhat true	Mostly true	Completely true
ACADEMIC IDENTITY	0.0%	0.0%	23.3%	76.7%
POSITIVE MINDSETS	0.0%	20.0%	13.3%	66.7%
SELF-MANAGEMENT	0.0%	26.7%	30.0%	43.3%
SCHOOL BELONGING	0.0%	30.0%	10.0%	60.0%
INTERPERSONAL SKILLS	3.3%	10.0%	26.7%	60.0%

PROGRAM EXPERIENCES AND IMPACT	Not at all true	Somewhat true	Mostly true	Completely true
PROGRAM BELONGING AND ENGAGEMENT	0.0%	10.0%	26.7%	63.3%
ACADEMIC BEHAVIORS (RETROSPECTIVE)	0.0%	26.7%	6.7%	66.7%
SELF-MANAGEMENT (RETROSPECTIVE)	0.0%	33.3%	13.3%	53.3%

D. Adult Classes

The site served 42 parents at a series of Parent Nights.

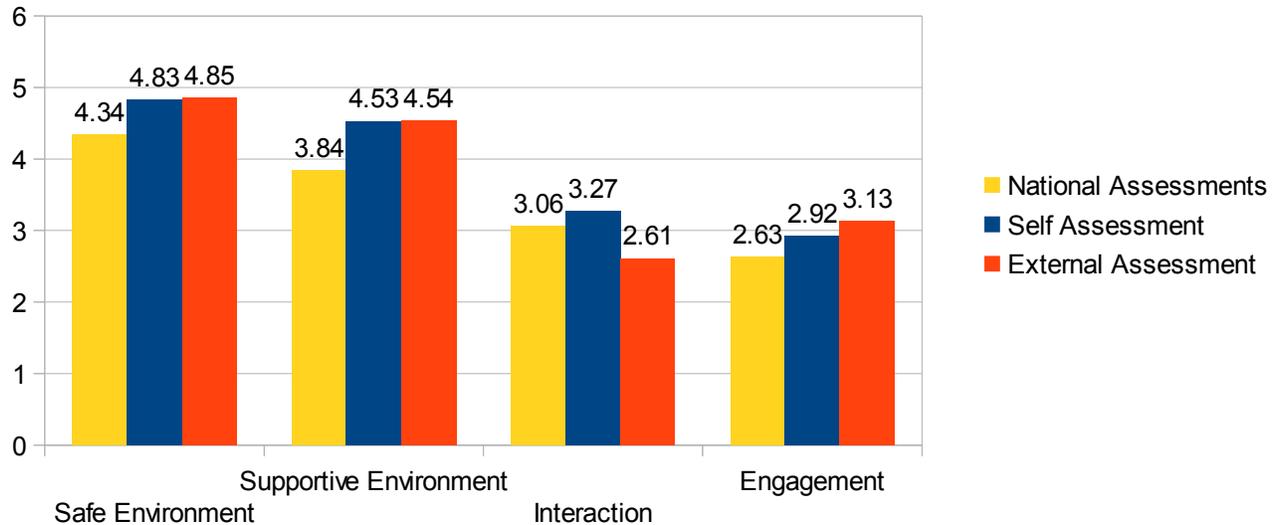
E. Community Collaborations

Grantham staff continue to collaborate with a variety partners that provide materials and services to the site. The Clarkston School District's contributions of space, technology and manpower are the majority of the in-kind contributions. Other contributors include: USDA Meals Program and The Learning Club with J. Babino coordinating. Volunteers include: Brady Everett, Bob Biegert, Dave, Tessa Bledsoe, Jerry, Kailey Druffel and additional volunteers from Needle Arts. The community donated STEM supplies, Beading and More Classes, extra snacks and nutrition. Grantham staff reported \$117,242 of in-kind contributions.

F. Program Quality Assessment

The graph below is a data set commonly used at a Planning with Data session. This compares the internal assessments of the staff as they observed one another with the observations of an external assessor. Average of national assessments is also shown. An important caveat is that both types of assessments are only a snapshot or a moment in time, not long-term findings.

National, Self, External Assessments



The external and internal assessments are closely aligned in the categories of Safe Environment and Support Environment. The scores on these two area are both relatively high indicating agreement by both parties that the learning environment is both safe and supportive. The gap becomes wider when dealing with Interaction and Engagement. The scores are also lower. The pattern of scores dropping across the four scales is consistent with national data. One would expect goals to develop in the ares of Interaction and Engagement, as was the case.

IV. Discussion

A. Academic Achievement

Academic achievement was very solid for the third graders both math and reading with 100% and 91% of the student improving in those areas respectively. The math area provided some good scores for grades 4-6 at 87.5% showing improvement. The Scholastic reading scores only showed 67.5% improving. This did not meet the goal that was set.

B. State Assessment

The number of regular attendees increased this year and the number of student tested increased proportionately. The percentage of students that met standard in each area was somewhat lower than the previous grant year. Measures such as Student Growth Percentile allow comparison over time for future grant years.

C. Student Behaviors and Attitudes (Social and Emotional Competency)

Academic Identity is an area that should be celebrated as 76.7% responded Completely true. Nearly all students viewed these survey items as Mostly to Completely true. Positive Mindsets and Academic Behaviors both had 66.7 % responding Completely true.

Self-Management (Retrospective) when combined with Self Management, showed the most opportunity for growth. Self-Management had the lowest percentage of Completely true responses in the survey. The only negative response was in Interpersonal Skills.

This is the first year of this assessment tool. It does represent baseline data across the state. It will be used state-wide in the coming year but there may be some refinements from the current tool.

B. Progress in Meeting Student and Program Performance Indicators

The goal at Grantham was to serve 60 students as regular attendees. The site actually served 68 regular attendees.

Goal 2 dealt with student engagement and attendance was used to measure that factor. The goal was for 80% of the regular attendees to have 90% attendance in day school. At Grantham 58 of the 68 or 85.29% of the regular attendees attended 90% or more. Goal 2 was successfully met at Grantham.

V. Program Strengths and Challenges

A. Strengths

- The ESD has a great deal of experience in 21st CCLC programs and as such has recommended some very strong curricular materials such KidzLit, KidzMath, and KidzScience.
- Eastgate staff have embraced the YPQI process and is active both in the assessment area and in getting methods training.
- Program numbers were strong for program attendance.
- Day school attendance of the regular attendee group was very good.

B. Challenges

- Increasing student achievement in all areas is a challenge for the coming year.
- Increasing adult participation is also a challenge.

VI. Recommendations

A. Academic Achievement

Though beyond the scope of this extended day evaluation, a closer review of student achievement data would be important. One expects students under normal circumstance to make gains from the beginning to the end of the year. It was noted that on the reading assessment a number of students scores dropped and this would indicate something else is at play here.

B. Parent Programs

The Grantham site is currently generating the greatest number of adult participants with the series of Parents Nights at the school. It would be valuable to attend day school staff meeting to be aware of any new initiatives in this area. Be on the watch for adult program sessions as staff attend various state or national level conferences and trainings.

C. Recommendations for Using Evaluation Results for Program Improvement, Sustainability, Informing Partners & Staff

- Sharing evaluation results with stakeholders is vital. Staff need feedback and the information to

set goals.

D. Improving Program Design and Quality

- Plans have been made both in YPQI and parent programs. Now is the time to focus on the execution of those plans.

E. Improving Participant Outcomes (Recruitment, Attendance/Retention, Student Achievement and Behavior)

The staff at the Grantham site are very conscientious about recruiting the target population at sufficient numbers to run a viable program. Review of student achievement is important as well as developing some other measures of student behavior.