

Washington Office of Superintendent of Public Instruction (OSPI)

Nita M. Lowey 21st Century Community Learning Centers

REACH - ESD 112

RELATIONSHIPS | ENRICHMENT | ACADEMICS | COMMUNITY | HOMEWORK

An Extended Day Learning Program Consortium

Cohort 18 – 2022-2023 – Year 1

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REACH (Relationships, Enrichment, Academics, Community, and Homework Support)

An Extended Day Learning Program Consortium

The REACH Extended Day Learning Program collaborates with Educational Service District 112, Lyle School District with a site at Dallesport Elementary, and Wishram School District with Grade K-5 and 6-12 Programs that are both rural and remote districts. The REACH Extended Day Learning Program will help students reach success and REACH into the community for support and services focusing on Relationships, Enrichment, Academics, Community, and Homework Educational Support.

REACH addresses the needs of nearly 300 grade K 12 students and their families in Klickitat County: Dallesport Elementary and Wishram Public Schools. These communities experience challenges many rural communities face: a lack of community resources and infrastructure and large distances that create transportation issues for schools, students, and parents. Resources are scarce due to a small population, little industry, and the area's remoteness. The Federal Columbia River Gorge National Scenic Area sites limit construction and industry. The REACH Extended Day Learning Program will offer students and their families a safe place to gather, focusing on learning and a sense of belonging. Students will attend 12 hours a week before and after school for academic support, engaging enrichment activities, and experience project-based learning, all built around their individual needs and requests.

REACH staff works closely with the school and administration to ensure program alignment. Adult family members, twice or more a month, have the opportunity to attend sessions that build their knowledge and skills of supporting their children at home, specific parenting classes that meet their needs and interests, and celebrations of student learning successes. Each summer, REACHES students will attend a four-week summer session that provides continued academic support through experiential learning. Students' experiential learning extends their knowledge and skills on field trips, outdoor explorations, presenters, and creating projects. The program goals align with the state and include Goal 1: Improve student achievement in mathematics and reading; Goal 2: Provide enrichment opportunities that connect the students to the community; Goal 3: Increase parent involvement and assist them with supporting learning at home, and Goal 4: Increase the program quality of the activities and experiences at all sites. The goals, approved by program partners, define a vision for a safe and engaging after-school environment for students to accelerate their learning. Learning occurs through hands-on, real-world, and lived experience. Families and the community are thought partners in creating extended learning opportunities for students and becoming learners themselves. To support this vision over time, the grant partners have agreed to a Sustainability Plan that incorporates the following components: building collaboration, advocating for support, and finding funding.

Dallesport Elementary (Lyle School District) Logic Model – 2022-2023

Implementation (process evaluation)					
Youth, family, and community needs	Center goals	Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	Outcomes (outcome evaluation)
The target population is all students in grades 3-6 that are not currently meeting benchmark standards in reading and mathematics regardless of socio-economic level.	Goal 1. To provide academic, social, and emotional support to underperforming students from high-poverty communities to assist them in meeting benchmark standards in reading and mathematics.	<p>REACH uses an evidence-based curriculum that has been recommended &/or supported by Schools Out Washington</p> <p>REACH occurs in schools building, allowing staff to foster positive connections with school district personnel and classroom teachers</p> <p>REACH programming is aligned and informed by state standards for ELA and math.</p>	<p>Review & Plan daily goals and prepare for the school day.</p> <p>Homework assistance.</p> <p>Small group reading &/or math interventions or individualized Academic Support using identified intervention materials in each school and based on REACH Student Learning Plans.</p>	Students who regularly attend the program will show improvement in reading and mathematics based on classroom grades &/or state assessments.	<p>Increase in grades &/or state assessment scores</p> <p>Increased academic and enrichment activities recorded by the site staff</p> <p>School-day ELA and mathematics teachers will report academic improvement using end-of-program year classroom teacher surveys.</p>

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<p>Dallesport Elementary is a remote, rural community that limits student interaction with the world outside their community.</p> <p>Community resources are limited.</p> <p>Families do not have the resources to connect their students to the broader community.</p>	<p>Goal 2. To provide high-quality, engaging enrichment opportunities that connect the school to the broader community and where each student is challenged academically in an environment that is physically and emotionally safe.</p>	<p>Collaborations allow REACH to provide more inclusive services.</p> <p>REACH resources, like arts education, nutrition, cooking, and music, support youth and their families.</p> <p>REACH partnerships increase access to opportunities and support.</p> <p>REACH provides a safe environment and transportation home.</p>	<p>Cycles of Inquiry students identify a problem/question of interest (related to science, social studies, SEL), process what they know, and determine activities to answer their problem/question and reflect on their new learning. Can access a list of Enrichment partners, contractors and programs to answer their problem/question.</p> <p>Summer School – weekly themes at each site based on student choice providing field trips, visiting experts, creative exploration with intentional links to reading and math skills and knowledge.</p>	<p>Student understanding of their identified question or problem during 3 project-based enrichment opportunities will increase by 25% average from pre and post</p> <p>Eighty percent of enrolled students at each site will attend 30 days and 60 days or more.</p> <p>Students will report high satisfaction with the program based on ongoing feedback sheets and year-end student surveys.</p>	<p>Attendance recorded each day increases by student sign-in sheets and reported by program staff.</p> <p>Students will report high satisfaction with the program based on ongoing feedback sheets and year-end student surveys.</p> <p>Students will foster a high level of student voice and choice, as reported in the activities offered</p>

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Implementation (process evaluation)					
Youth, family, and community needs	Center goals	Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	Outcomes (outcome evaluation)
<p>Parent surveys conducted by the schools overwhelmingly reported that parents felt their children needed more help with basic math and reading skills.</p> <p>Topics parents would be interested in learning more about in an evening session are bullying, middle school math, new graduation requirements, and first aid classes.</p>	<p>Goal 3. To provide high-quality, engaging parent opportunities that will assist them in supporting and encouraging learning and literacy at home.</p>	<p>Community partners offer program site classes and events to encourage parents helping their students with at home learning and literacy.</p> <p>Program staff connect with parents to invite them to all events and activities through personal contact, program website, Facebook page, texts, newsletters, school connections.</p>	<p>Parent engagement and family education align with the needs of students and families, be ongoing, and sustained over time. Classes may include literacy education, ELA and Math support for their students, SEL enrichment through Choose Love Curriculum, graduation requirements, nutrition and cooking, cultural enrichment, bullying, first aid, STEM, safety.</p> <p>Opportunities for parents and children to work together on activities mentioned above.</p>	<p>Parents will be invited to attend field trips, events, & program activities.</p> <p>REACH will offer twice a month events to learn about academically and socially supportive youth.</p> <p>Parents and community members will be invited to all REACH Site Advisory Council meetings</p>	<p>Sixty percent of the parents of regularly participating students will attend 60% of the parent activities provided through the CCLC grant.</p> <p>Parent knowledge of the REACH program and parent skills and abilities to support their students at home will increase by 40% during the school year.</p>

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A high-quality youth program provides the setting and experiences conducive to developing many positive outcomes, including positive social and emotional skills and beliefs	Goal 4: Increase the program quality of the activities and experiences at all sites.	Hire additional Site Coordinators, Site Assistants, and Student Leaders to support the quality of the program and more individualized attention, personal relationship, and meaningful experiences with staff.	YPQA evidence-based practices occur with youth and at all parent events. Program staff will conduct program quality evaluations on each other's programs using YPQA program self-evaluation guidelines.	Youth program quality surveys pre-post. Program quality parent surveys monthly throughout the year Program quality evaluations by program staff will take place 2X a year pre-post.	Program quality of activities and experiences will increase by sixty percent. 60% increase of staff recruitment to improve the quality of the program and student experiences as measured on surveys