

Nita M. Lowey 21st Century Community Learning Center

REACH - Relationships, Enrichment, Academic, Community, and Homework

2020-2021 Program Year Six

November 2021

Summary of Program

REACH (Relationships, Enrichment, Academics, Community and Homework) is designed as an exciting K-12 extended school day and summer program providing enrichment activities and academic support particularly in the areas of mathematics and reading. All students are welcome to participate, with priority enrollment being given to students not meeting standards in reading and/or math and those students who participate in the free or reduced-price meals program at their school. REACH is designed so that all youth can benefit from the program: on grade, below grade, or above grade level. REACH is available to students in Lyle and Wishram School Districts with three program sites: Dallesport Elementary and Lyle Middle School/High School (Lyle SD) and Wishram High and Elementary School (Wishram SD).

REACH is a program of Educational Service District 112, a state agency dedicated to providing all students with the opportunity to succeed. In addition to afterschool programming, all three sites provide before school homework help for all students at their school. REACH staff work hard to provide high quality, research-based curriculum and instruction; a safe, healthy and supportive learning environment; and a strong home connection and emphasis on family involvement.

At Lyle School District the Dallesport Elementary REACH site is designed for youth in grades 3-6 while the MS/HS REACH program is designed for youth in grades 7-12. Wishram's REACH program is designed for youth K-12 giving opportunities for the older youth to mentor younger participants.

Program Goals

Goal 1 - Provide academic, social, and emotional support to underperforming students from high poverty communities to assist them in meeting benchmark standards in reading and mathematics.

Goal 2 - Provide high quality, engaging, project-based 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.

Goal 3 - Provide high quality engaging parent opportunities that will assist them in supporting and encouraging learning and literacy at home.

Year Six programing

Due to the Covid 19 pandemic and the state's *Stay Home, Stay Healthy* orders, year six programing saw a lot of changes when compared to previous program years. REACH sites in Lyle School District met remotely throughout program year six. Wishram operated remotely during the summer program and for the beginning of the school year. Wishram School District went

back to in-person learning in mid-January 2021, so the REACH program was offered in-person for the remainder of the year.

Whether remote or in person, all three sites operated after school for two hours per day Monday through Thursday for a total of eight hours per week. Each site also offered both enrichment activities and homework help during the morning hours prior to the beginning of the school day for an overall total of 12 to 13 hours per week.

Year six included four weeks of summer programming in addition to 32 weeks of school-year programming at Dallesport and Lyle sites and 34 weeks of school-year programming at the Wishram site.

One site coordinator shared the following insights about this program year.

Over the last year, the pandemic created unprecedented challenges for the REACH program. Many youth struggled with different issues than they are used to, which staff needed to address. Students struggled with the lack of social norms: seeing their family and peers on a regular basis, having daily access to trusted adults and counselors, and building relationships with schoolteachers and staff. Youth worried about their relatives getting sick and about their parents' work and financial situations. Through the REACH program we were able to offer support after school to students in these areas using social and emotional activities, games, reading and math activities, and offering one-on-one reading and math support using the computer and doc cameras.

Usually, the after-school program takes place in an in-person setting, which was not possible this year. It was necessary to run it virtually over the past year. Students were already participating in online schooling via their computers all day, every day. The REACH staff had to go above and beyond the normal approach of reaching students with engaging activities to encourage their participation in the program, which required spending additional time on the computer after the regular school day. This included spending many hours each week planning and preparing (researching, copying, collating, and packing) curriculum, materials, supplies, and required daily snacks for home delivery, which the REACH staff did in-person to students' homes.

Site coordinators report some positives throughout the year in spite of the pandemic.

Our program was able to offer a multitude of healthy activities using our various community partners. According to student feedback, these activities were calming and engaging, and helped youth through the boredom of being isolated at home. We also had a jump in regular communication with parents, which was a valuable way to build ongoing family relationships.

We had time in smaller group settings, this provided students the opportunity to share and reflect more on a personal level, have social times with their peers, all while they were in the comfort of their own home. No program make-up days was a bonus.

There were very few positives that occurred during this time, but one was having near daily contact with families. Another is the fact that we all: site staff, administrators,

transportation, and partners worked together to figure out creative ways to maintain a cohesive and meaningful program.

REACH Includes Everyone

Systems are in place to ensure all students are provided the same REACH experience. All youth are welcome to attend REACH both before and after school during remote and in-person learning. All youth are given opportunity to share their ideas, messages, and what they would like to participate in. Youth read and discuss a variety of books on many topics such as feelings and differences (race, religion, politics, disabilities, etc.). When studying art and literature many cultures and traditions are included and discussed. Journal prompts and discussions are used to encourage students to see and appreciate their similarities and differences. Anti-bullying strategies and sticking up for others are taught and encouraged. Each year Wishram REACH participates in an annual Cultural Exchange where youth learn about the local Native American Culture and use the curriculum *Since Time Immemorial: Tribal Sovereignty in Washington State* in their program.

Staff work hard to insure they provide all students the same opportunities and resources without exclusion. During remote learning staff delivered instructional materials, supplies and snacks to all REACH students' homes to ensure all youth were able to participate in everything that the REACH program offered. Community partners provided necessary materials so all youth could participate in art projects, etc. regardless of income. All instructional materials and activities are presented without gender bias.

Community Partnerships

Connection with the community partners has continued to be strong even during remote programming. All of the REACH community partners have shown a commitment to be actively involved in the afterschool programs throughout year six by providing more accessible and interesting services and resources to youth and their families. The time, effort and commitment that the community partners have given to REACH youth has been remarkable. Having strong, established connections to the community partners continues to be a great asset to REACH. The regularity of partner visits during live and remote programming made learning enjoyable for youth and brings them coming back for more.

In addition to the Lyle and Wishram School Districts and ESD 112, the following organizations and businesses have formal community partnership agreements with REACH during year six and were actively involved as local community partners:

- 4-H of Klickitat County
- Arts in Education of the Gorge (AIEG)
- Fort Vancouver Regional Library (FVRL)
- Gorge Ecology Outdoors (GEO)
- Klickitat County Public Health Department
- Klickitat County Sheriff's Department
- Klickitat-Lyle Against Substance Abuse Coalition (KLASAC)
- Riverview Community Bank
- Skyline Hospital
- The Howards' Haven Animal Sanctuary

REACH staff continue to foster many informal partnerships throughout the year thereby adding to the opportunities for their REACH students. Other organizations that participated with REACH in year six as informal partners included:

- Columbia Cinema
- Columbia George Discovery Center
- Dickey Farms
- Domino's Pizza
- STREAM Explorers / Pathfinder Outdoor School
- The Home Depot
- Portland Art Museum
- Trout Unlimited
- Wishram Volunteer Fire Department
- Wonderworks Children's Museum

Community Partner Highlights

During Dallesport's summer program, Debi Budnick from Skyline Hospital, and retired Coast Guard Dr. Vern Harpole, came in and presented a first aid and safety class to our 3-6 graders. Youth read informational text and listened to Dr. Harpole's lessons about basic first aid and safety issues. He also shared many stories about his time as a doctor in the Coast Guard. Youth were very engaged and eager to hear about steps they could take to have a career in the medical field. Dr. Harpole assigned "injuries" to each youth; they then bandaged each other up and used their new knowledge to take proper care of each other during the "emergencies." Each student was given a first aid/emergency kit, supplied by REACH, to take home with them. The kit included various bandages, which Dr. Harpole had shown them how to use, splinter removal tools, ace bandages, a pamphlet with emergency information, a flashlight, and other useful items. This was organized in a special first aid waist pack.

This year REACH partnered with Portland Art Museum to incorporate writing into an art project. *Journal On!* provided students and their families with materials to assemble their own creative art journal to capture their thoughts and feelings about this year that was unlike any other year. *Journal On!* believes that a consistent journaling or sketchbook practice is a powerful tool for all ages to achieve individual growth and self-awareness; it also increases imagination and empathy. REACH students were encouraged to be introspective and many shared heartfelt personal feelings about their experiences in 2020. The project was artistic, creative and touching.

Community Partner Events/Activities

- Pumpkin Carving Contest - ESD 112
- Grab n' Go Math and Art Kits – 4H of Klickitat County
- Attendance and Bullying Prevention – KLASAC
- Osmosis - 4H of Klickitat County
- Gluten Activity - 4H of Klickitat County
- Beyond Website and Apps – KLASAC
- Dragon Eye Art – AIEG
- Acorn Study/Mixing Browns – AIEG
- Creating a Brighter and More Secure Financial Future – Riverview Bank
- Theatre – AIEG
- Virtual Farm Visit – The Howards' Haven Animal Sanctuary

- Comic Art – AIEG
- Nutrition – Skyline Hospital
- Dictionary Give-a-Way – Riverview Bank
- Learn, Grow, Eat & Go! - 4H of Klickitat County
- Officer Visit, Career & Poetry – Klickitat County Sheriff’s Department
- Food Handler’s Safety Course – Klickitat County Health Department
- Environmental Influences – Gorge Ecology Outdoors
- Journal On! - Portland Art Museum
- Intro to Electronic Circuit Function – FVRL

Enrichment Activities

Dough Month was a huge hit with the REACH youth in Wishram. During the month of October, they made a new kind of dough during each REACH session. Materials were delivered to homes for youth to make soap dough, soda craft dough, toilet paper/soap dough, crepe paper dough, play dough, fruity dough, edible marshmallow dough, bread dough and more.

It was fun to watch our students get so excited about the changes that were happening right in front of them, and the help from the families was extremely special. – Wishram program staff

The following are a few of the activities that were offered to REACH youth throughout program year six:

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| <ul style="list-style-type: none"> • Extreme dot-to-dot • Brain games • Logic puzzles • Spatial reasoning maze • Firework safety • Number challenges • Wheel of Fortune • Why animals play dead • Garden tours • Weather patterns • Mathematical drawings • Story sequencing • Would you rather? • Poetry • Mindfulness • Water cycle • Scavenger hunt • Wobble ball/center of gravity • Facial art • Pictionary • Yoga • Build your own STEAM car | <ul style="list-style-type: none"> • Dominoes • Mistakes that worked • Spirograph drawings • Sign language • Cubism art • Self-reflection board • Scattegories • Bird houses and feeders • Double digit decoder • Dream journals • Lego building • Cartoon drawing • Students as guest reader • Gratitude challenge • STREAM activities • Wooden helicopters • Zen doodle art • Creative writing • Paper chain challenge • Roles/responsibilities of a meteorologist • Kitchen safety |
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- Gizmos & gadgets science
- Food court frenzy
- Letter to my future self
- Comic art
- Sharing and expressing feelings during open circle time
- Sugar crystal science experiment
- Picture, Picture
- Cooking
- Book club
- Graph Grapplers
- Starry night sky watercolor project

Newsletters

One way staff stay connected with parents is through the REACH Newsletter. The newsletters help parents stay involved by informing them of activities and upcoming events. Produced by ESD 112, REACH Newsletters are published three times a year (summer, fall/winter and spring) and are designed to showcase the various activities of each program site. Included in each edition are program activities, parent events, grant partner information, community connections, upcoming events and a section highlighting an individual REACH student. Three versions of the newsletter, one for each site, are distributed to the schools, parents, grant partners, and to school day teachers. Site staff also share it with those in their community with whom they have connections in order to promote the program to a wider audience. The newsletters from all six years of REACH are available on the program website. <https://www.esd112.org/reach/>

Theory of Change

The REACH evaluation committee developed the following Theory of Change:

Exposing youth on a regular basis to high quality, engaging, project-based enrichment opportunities will assist them in meeting benchmark standards in reading and mathematics.

During year six, the committee (comprised of the program evaluator, the program director, and all three program site coordinators) met on a regular basis as part of the monthly program meetings but did not complete the task of creating a Theory of Change Map. Going forward the evaluation committee will continue to meet in order to review the REACH Theory of Change and develop a Theory of Change Map.

Logic Models

In previous years the program has relied on a single logic model that was developed for the original grant proposal. In program year 2019-2020, each REACH site developed a new site-specific logic model to explain the individual programs' focus, implement the program plan, guide the evaluation, and clearly state the desired outcomes in order to achieve the overall program goals. These site-specific logic models were revised during the year to accommodate changes made during *Stay Home, Stay Healthy* orders for school closure program days. For program year seven, new logic models will be developed for each site as they transition back to in person learning.

Process Evaluation Plan and Results

Process Evaluation Plan

Process Question	Process Measure	Data Collection Method and Timeline	Responsible Party
1. Adherence: a. Is program being implemented as designed in grant proposal? b. Is the proposed organizational staffing design being followed?	1a. Reading and math activities are delivered as proposed within the activity plan. 1b. Staffing design is maintained throughout the year: center staffing, organizational meetings.	1a. Weekly lessons plans completed by center staff reviewed each month by program director. 1b. Monthly staff hour tracker. Agendas and meeting minutes.	1a. Site coordinator and program director 1b. Site coordinator and program director
2. Exposure: a. To what extent are participants receiving the recommended amount of exposure to the program?	2a. Percentage of students attending 30 or more days throughout the program year.	2a. Daily attendance recorded by site staff.	2a. Center staff
3. Quality: a. Is the program being delivered in a high-quality manner?	3a. Average subscale scores on the Weikart Center's Youth or School Age Program Quality Assessment ≥ 3.0	3a. External YPQ assessments completed each program year.	3a. Local evaluator
4. Engagement: a. How are participants (youth, parents, teachers, staff) responding to the program? b. How are parents responding to the parent/community events?	4a. Percentage of students, parents, school-day teachers, and center staff reporting satisfaction with center activities. 4b. Percentage of parents reporting satisfaction with parent/community events.	4a. End of program year youth, parent, school-day teacher, and staff surveys. 4b. Parent Event Evaluations collected at the end of every parent/community event.	4a. Site coordinator, center staff, program director, and local evaluator 4b. Site coordinator and center staff

1a.) Program Implementation

Staff prepare a variety of program enrichment activities and academic support offerings particularly in the areas of math and reading. Lessons plans, developed by the Site Coordinator and Site Assistant, are completed each week, and sent to the Program Director for review. All of the REACH sites use curriculum that is aligned with Washington State K-12 Learning Standards for math and reading. Each site uses curriculum that has been recommended and/or supported by Schools Out Washington or other groups that promote quality afterschool programs (e.g. Summer Institute, Bridge, etc.).

The following researched-based curriculum along with professional development opportunities (online, onsite, in-state, and out-of-state trainings) are available to all REACH staff:

- Road to the Code, Brookes Publishing Co., k-1, Content-phonemic awareness & letter-sound correspondence
- Explode the Code, EPS, k-3, Content-phonics
- Phonics Boost, Really Great Reading Co., 2-6, Content-phonics, fluency vocabulary, comprehension
- Phonics Blitz, Really Great Reading Co., 4-6, Content-phonics, fluency, vocabulary, comprehension
- The Afterschool Achievers: Reading Club, Great Source, k-5, Content-fluency, vocabulary, comprehension, writing
- Reading Response Activities, Scholastic, 2-6, Content-vocabulary, comprehension, writing
- DIBELS, University of Oregon, k-6, Content-fluency
- Origo Fundamentals, Origo, k-6, Content-computation, problem solving, decimals, fractions
- Origo Think Tanks, Origo, k-6, Content-computation, problem solving, decimals, fractions
- Bridges, Math Learning Center, k-5, Content-counting, number sense, computation, probability and statistics, geometry, algebraic thinking
- Engineering is Elementary Curriculum Included: Work in Process, Improving a Play Dough Process, Catching the Wind: Designing Windmills, Attraction is Obvious: Designing Maglev Systems, Solid as a Rock: Replicating an Artifact; Marvelous Machines: Making Work Easier, No Bones About It: Designing Knee Braces
- WRiTE BRAIN K-12 Facilitator Guides
- OLWEUS Bullying Prevention: Teacher and School wide guide, Class Meetings that Matter K-12 and Cyberbullying for Grades 6-12

1b.) Organizational Staffing Design

The Nita M. Lowey 21st CCLC REACH grant provides funding for a site coordinator and a site assistant at each of the three program sites, a program director (FTE 0.5) housed at ESD 112, and a part-time secretarial position at ESD 112 that supports the three sites. In program years one through four there was also a regional program coordinator located in the Columbia River Gorge closer to the program sites. At the end of year four the regional program coordinator position was vacated. Since the program was well established it was determined that level of support and supervision was no longer necessary, and the regional program coordinator position was eliminated for subsequent years. The funding for the part-time secretarial position at ESD 112 that supports the three program sites was increased to an FTE of 0.5 to help fill the gap of services to the sites that was created by this change.

The program director was responsible for recruiting and hiring site staff; served as the lead for the advisory councils; spearheaded partnership recruitment and development; worked with program partners to develop projects, special events, and family activities; oversaw the publishing of the REACH Newsletters and development of the REACH website; worked with sites to develop student recruitment, retention and sustainability plans; completed required project reports including iGrants and other OSPI required reporting; monitored all site budgetary aspects; assisted the program evaluator in gathering data from sites for evaluation efforts; worked with project partners; served as an advocate in the local communities for the program; and attended statewide workshops, trainings and program required meetings.

The organizational staffing design has helped to support and strengthen REACH throughout the program years. Meetings of the administrative council, advisory council, monthly staff meetings,

and site-specific staff meetings were held at regular intervals throughout the year. Stakeholders coming together on a regular basis has added to the success of REACH. Parents and community members are always welcome to attend all REACH meetings. Prior to the *Stay Home, Stay Healthy* orders all meetings were held in the area of the program sites. During *Stay Home, Stay Healthy* orders all meetings were moved to an online format.

The *administrative council* meets twice a year to sponsor the work for the year, review data and provide input for the coming year. Administrative council members also assist with the development of community partnerships, communication and sustainability. Members of the administrative council include school district superintendents/principals, program director, site coordinators, program evaluator, and grant partners. Site assistants are encouraged but not required to attend.

School district specific *advisory council meetings* are held three times a year to review site-specific data, monitor implementation, and reflect on goals, requirements and timelines at the site level. The advisory council also assists with recruitment and retention, community partnerships, communication and sustainability. Advisory council meetings are school district specific and include the following members: school district superintendents/principals, program director, site coordinators, program evaluator and grant partners. Site assistants are encouraged to attend but not required to attend.

Monthly program wide meetings include the program director, site coordinators and program evaluator. Site assistants are encouraged to attend but their attendance is not mandatory. These meetings are designed to review calendars; track progress on student learning plans and student attendance; reflect on weekly plans and alignment to state standards and student needs; and provide resources and support for the purpose of strengthening each program.

Site specific staff meetings are scheduled to occur weekly to plan and implement the program as well as work on program revisions. These meetings include the site coordinator and site assistant.

See Appendix for ESD 112 REACH Program Organizational Chart

2) Youth Exposure to Program

All three sites operated after school for two hours per day Monday through Thursday for a total of eight hours per week. Each site also offered both enrichment activities and homework help during the morning hours prior to the beginning of the school day for an overall total of 12 hours per week at the Dallesport and Lyle sites, and 13 hours per week at the Wishram site.

Year six programming included four weeks during the summer and 32+ weeks during the school year. During the *Stay Home, Stay Healthy* orders REACH staff worked directly with the school districts to continue offering remote programming. Lyle School District offered remote learning throughout the 2020-21 school year, consequently the Lyle MS/HS REACH site and the Dallesport REACH site continued to offer programming online for the 2020-21 program year. In mid-January 2021, Wishram School District returned to in person schooling, therefore the REACH program was able to return to in-person programming in mid-January and continued to do so for the remainder of the school year.

The table below shows the number of program days for year six by month. For the Lyle and Dallesport sites the program days were all remote. For the Wishram site the program days June to mid-January were remote and were in-person from mid-January through May.

Year Six Days by Month

Program	June 2020	July 2020	Sep 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	March 2021	April 2021	May 2021	Total
Dallesport	11	1	13	21	17	14	19	19	17	21	6	159
Lyle	6	10	11	17	14	11	15	15	15	17	5	136
Wishram	5	7	13	19	17	13	18	18	15	22	16	163

The table below shows the number of students enrolled in REACH and the number of youth who attended 30 days or more and became a regular attendee. The table also shows the number of youth who only attended during summer 2020 and did not participate during the school year.

REACH Attendance

	Dallesport	Lyle	Wishram	All Sites
Total number of enrolled youth	22	17	30	69
Total number of regular attendees	14	10	22	49
Total number of summer only enrollees	8	6	7	21
Percentage of youth– regular attendees	64%	59%	73%	67%

3) Program Quality and Program Improvement Plans

Participation in the Weikart Center’s Program Quality Intervention (PQI) this year was optional due to *Stay Home, Stay Healthy* orders. The PQI is a comprehensive system for improving program quality and is based on a three-part approach: to assess the program, use that assessment to plan improvement, and then provide targeted staff trainings to support program improvement. The Wishram program site opted to have two observations conducted this year; one of their online programming and one during a live program offering. The assessment conducted during online programming was adapted to reflect remote learning. The program evaluator completed both external assessments for the Wishram site. Reports detailing the assessment findings were made available to program staff to use for their advanced planning and planning program improvement. With few exceptions the average subscale scores on the Weikart Center’s Quality external assessments were ≥ 3.0 for both observations.

Since PQI requirements were waived this year, Dallesport and Lyle sites chose not to participate in the PQI due to their programs being conducted remotely for the entire year. With both school districts going back to in-person learning in the fall of 2021, it is the intent that all three program sites will participate fully in the PQI assessments in program year seven.

Prior to year six, formal Program Improvement Plans were created based on the observation findings. However, this year Program Improvement Plans were not completed due to observations not being conducted at all of the REACH sites.

4a) Participant Response

Students who attended REACH were asked to complete a short survey at the end of the program year. Data for this report is based on the 46 completed surveys.

When asked to respond to questions regarding the REACH program:

- 100% - think REACH has helped them this year
- 100% - believe the REACH staff cares about them.
- 98% - agreed or strongly agreed that they participated in activities they enjoyed during the REACH program
- 93% - agreed or strongly agreed that they have helpful adults they can talk to (other than their parents) after school.
- 89% - agreed or strongly agreed that students help decide what youth do in REACH

The survey asked youth what they enjoyed about REACH this year. Some of the most common responses were a chance to do art and science activities, a chance to play games, healthy snacks, time to get to know other students, a safe place to go after school and help getting along with other students.

The survey also asked students about the most valuable thing they had gained in the after-school program this year. Responses included:

- self-confidence
- social skills
- being creative and active
- having fun doing things instead of being on electronics and watching tv
- science and math
- getting more creative with my art
- not as shy around people anymore
- learning how to get along with people better
- make new friends and get to know people better
- challenging myself and working above my ability
- cooking skills because I want to be a chef

The program newsletters highlight one youth each issue and ask them about their experience with the REACH program. Youth have high praise for the program, the new things they are being exposed to, and what they are learning through REACH.

My favorite thing about REACH are the projects, like learning how fold and cut snowflakes. Before the virus I loved playing games outside. I have learned patience when working in groups. More kids need to come to REACH and have fun with all the games and projects. – 2nd grader

I like the different activities, especially the art projects. My favorite was the metal personal geography project that we did with the artist on Zoom. The scavenger hunts were a lot of fun! I liked them because they were timed, so we competed against each other. We went outside to hunt for things. – 4th grader

I like the packets we get every two weeks because they have activities we can do at home on our own. I also like the Zoom meetings because I get to see my friends and we can do activities together as a group. I like the activity sheets like the Word Detective and the Find the Differences sheets. I also like Bella's Mystery Deck because I like to solve mysteries. I learned to spell words and use text evidence when I solve Bella's Mysteries. – 4th grader

My favorite thing is the different games we play such as Picture, Picture, and vocabulary Hangman. I really liked Bella's Mystery Deck and the art project. My favorite art project was the acorn drawing. I learned about the color wheel and mixing colors during the acorn activity. I knew you could mix colors, but I didn't know how many shades of brown you can make. If you add a drop of another color, it completely changes the shade. I also enjoy getting together with my friends after school. I liked doing extra reading support after school with the REACH staff. I liked doing the nutritional activity with the 4H people. – 4th grader

My favorite thing about REACH is seeing all my friends and helping the younger students. Something fun I did in REACH recently was learn to play Skip-bo on student choice day. Skip-bo is now one of my favorite games to play! During the Family Bilingual Music event, I learned some new words in Spanish, plus the lady was a really great singer. – 5th grader

My favorite thing about REACH is getting to spend time with my friends and getting extra help on my work when I need it. I recently got to do different types of art and draw what came to my mind, which was fun. I'm not the best at art, but I had a lot of fun! I recently learned about different types of art and how to express what you are thinking through art. – 9th grader

I enjoy all the fun activities and projects we get to do. I also love to see my friends during our REACH ZOOMs! We recently made peppermint candy sugar scrubs, they smelled so GOOD and we had so much fun! I have learned a lot about my creative, artistic abilities and have gained more confidence in my artwork, thanks to REACH! - 9th grader

I enjoy the art activities and learning about mindfulness. I learned how to build and create a circuit board using a single cell watch battery, copper tape, and LED lights. – 10th grader

4b) Parent Response

In year six, staff worked to adapt parent/family event activities to an online format in order to accommodate the state's *Stay Home, Stay Healthy* order. Most parents were involved with their students during remote learning. Though parent/family events were limited staff reported there was a jump in regular communication with parents and REACH staff, which was a valuable way to build ongoing family relationships.

At the end of the program year, parents/guardians of youth who attended REACH were asked to complete a short survey. Those that responded overwhelmingly believe that REACH is a good

program for their family. When asked to respond on a scale of 1 to 5 (5 being highest) 'Overall, is REACH a good program for your family?' all 20 respondents gave the program a rating of 4 or 5. When asked 'What do you like about REACH?' parents had the following responses:

Everything! It's a great program. – REACH parent

The different projects and visitors they provide. – REACH parent

The engaging after school activities. I appreciate all the thought that the directors put into the curriculum. They do a good job of keeping the kids interested while at the same time teaching them new things on a broad variety of topics. – REACH parent

It gives my child the chance to do fun creative things in a smaller group setting.
– REACH parent

I love that my children have the extra help and more time with learning. –
REACH parent

When asked 'What changes would you like to see in REACH?' most answered 'no changes'.

It is an amazing program, and I would not change a thing. – REACH parent

I can't wait for REACH to go live again. Nothing can replace face to face interactions. It's very difficult to keep my child wanting to get back online after being on a computer all day for school. – REACH parent

Outcome Evaluation Plan and Results

Outcome Evaluation Plan

Outcome	Performance Measure	Participants	Data Source	Procedures	Data Analysis and Reporting
Youth who regularly attend the program will show improvement in reading and mathematics based on classroom grades and/or state assessments.	Percentage of youth attending program 30 days or more who improved their classroom grades or state assessment score in reading and/or math.	All youth who attend 30 or more program days during the program year.	School day classroom grades and state assessment records.	At the beginning and end of each program year, site staff will complete a student profile for all youth enrolled in REACH indicating classroom grades and/or state assessments.	Percentages of youth who showed improvement in reading and/or mathematics will be reported annually.
During the program year 75% of enrolled students will attend 30 or more program days.	Percentage of enrolled youth who attended program 30 days or more during the program year.	All youth attending the program.	Daily attendance records.	Youth sign into REACH each day, site coordinators record program attendance and sends to ESD each month. ESD secretary compiles attendance data and shares with local evaluator at the end of the program year.	Percentages of youth who attended 30 or more program days during the program year will be reported annually.
The program will offer at least six events designed to include parents and community members during the program year.	Number of parent/community events offered during the program year.	All parents and/or guardians of youth who attend the program.	Parent Event sign-in sheets and evaluations.	Site staff will plan parent events, provide sign-in sheets and evaluation forms at each event.	Number of events offered and number of parents in attendance will be reported annually.

Outcome 1 – Academic Improvement

One of the primary goals of REACH is 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. The school districts involved in REACH use iReady and classroom grades in order to measure their students’ academic progress. This data was recorded on each individual student’s REACH profile.

A student profile is completed for each student when they initially enroll in REACH. The student’s classroom teacher(s) together with the REACH site coordinator complete the profile on each individual student. Each student’s profile includes initial achievement test data for reading and math as well as individual learning goals for the student to focus on during their enrollment in the REACH program. The student profiles were updated in the spring as a way to track academic progress for the year.

iReady is used by both school districts to assess students’ reading and math skills. iReady

assessments are used to identify youth who may need support or follow up diagnostics and to measure student growth. Data in this report compares fall 2020 iReady assessment scores to spring 2021 scores. Data from year six shows that REACH is having a positive impact on assessment scores and grades of those youth who regularly attend REACH.

At Dallesport Elementary, assessment data was available for both fall 2020 and spring 2021 for 14 of the 22 REACH regular attendees (63%). In the area of reading 11 (79%) showed an increase in their assessment scores and in the area of math 13 (93%) showed improved assessment scores.

At Lyle Secondary School, fall 2020 and spring 2021 reading assessment data or classroom grades were available for 8 of the 17 youth (47%) who participated in REACH 30 days or more. In the area of math, assessment data or classroom grades were available for 7 of the 17 youth (41%) who were regular attendees. In the area of reading 6 (75%) showed an increase in their assessment scores or grades and in the area of math 4 (57%) showed improved scores or grades.

At Wishram School, reading and math iReady assessment scores were available for both fall 2020 and spring 2021 for 22 of the 29 REACH regular attendees (78%). In both reading and math, 16 (73%) youth showed an increase in their assessment scores.

REACH Reading Achievement Data for Regular Attendees

	Change in assessment scores/grades from Fall 2020 to Spring 2021			
	Improved	Unchanged	Declined	Total
Dallesport	11 (79%)	0	3	14
Lyle	6 (75%)	0	2	8
Wishram	16 (73%)	1	5	22
Total	33 (75%)	1 (2%)	10 (23%)	44

REACH Math Achievement Data for Regular Attendees

	Change in assessment scores/grades from Fall 2020 to Spring 2021			
	Improved	Unchanged	Declined	Total
Dallesport	13 (93%)	0	1	14
Lyle	4 (57%)	0	3	7
Wishram	16 (73%)	1	5	22
Total	33 (77%)	1 (2%)	9 (21%)	43

Outcome 2 – Recruitment and Retention

Recruitment of Target Population

The REACH program is open to all students in the communities of Wishram and Lyle. There are currently no private schools within 35 minutes of either the Lyle or Wishram School Districts in Washington State. REACH recruitment is primarily directed at students who are in need of academic improvement particularly in the areas of reading and/or math. The target population for the three REACH sites are those students in K-12 that do not meet standards in reading and/or math, regardless of socio-economic level and all youth who participate in the free or reduced-priced meals program at their school. All students in the two school districts are allowed to attend the REACH program if space is available.

School day teacher and superintendent/principal recommendations, parent/teacher conferences, and student test scores serve as the basis for determining students who are in need of additional academic help. Due to the fact that all REACH program feeder schools are very small,

recruitment is primarily done on an informal basis. In addition, all students at the two school districts receive an invitation to attend the REACH program. Newsletters and a four-color, tri-fold brochure are distributed at each school to also aid in recruitment. The brochure explains the benefits of the program, encourages students to join, and explains how parents can enroll their student in the REACH program.

The following table shows the total student count at each of the feeder schools and the total number of students enrolled in REACH. Twenty-one percent (21%) of the overall student population at the three sites are enrolled in the REACH program.

REACH Recruitment/Enrollment

	Dallesport Elementary	Lyle MS/HS	Wishram High & Elementary School	All Sites
Total student count at feeder school	133	125	72	330
Total number of students enrolled in REACH (N) and percentage of total student count	N = 22 (17%)	N = 17 (14%)	N = 30 (42%)	N = 69 (21%)

Retention of enrolled youth

The goal for the REACH program is to have 75% of enrolled students attending 30 or more program days in order to become a *regular attendee*. In year six, the total number of youth enrolled in REACH was 69. Of those 69 youth, 49 (67%) attended 30 or more program days and were considered a regular attendee. At the Lyle program 59% of the youth attended 30+ days, at Dallesport 64% of the youth attended 30+days, and at Wishram there were 73% of youth who became regular attendees.

Individual Site Attendance for Year Six

Year Five	Dallesport	Lyle	Wishram	All Sites
Total number of enrolled youth	22	17	30	69
Total number of regular attendees (30+ days)	14	10	22	49
Percentage of youth—regular attendees	64%	59%	73%	67%

Program Attendance

In year six, the overall number of youth who enrolled in REACH was 69. It is believed that this low number can be attributed to the pandemic requiring the majority of the program offerings taking place remotely. During year five, the number of youth who attended REACH 30 or more days rose to a program high of 74% of enrollees becoming regular attendees. In year six, that number dipped to 67%.

REACH Overall Program Attendance

Six Year Comparison – All Site Totals Combined

	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	Year 6 2020-21
Total number of enrolled youth	197	193	149	166	133	69
Total number of regular attendees (30+days)	78	86	66	95	98	49
Percentage of youth–regular attendees	40%	45%	44%	57%	74%	67%

Outcome 3 – Parent/Family Engagement

Throughout year six, engaging parents and community members in REACH activities continued to be an emphasis for the program. During *Stay Home, Stay Healthy* orders REACH was able to provide families with engagement activities primarily online as well as providing many important resources. A total of seven parent/family specific events were held during year six.

Community partner Klickitat-Lyle Against Substance Abuse Coalition (KLASAC) provided families with a presentation *Beyond Websites and Apps*. The presentation focused on how social media is affecting students emotionally. Also discussed was online safety, physical safety, censorship of content, and websites. They also offered families a presentation on *Cyber Bullying*.

Each year Wishram REACH participates in an annual Cultural Exchange where youth learn about the local Native American Culture and use the curriculum *Since Time Immemorial: Tribal Sovereignty in Washington State* in their program. Parents were encouraged to attend this online event with their youth.

Additional parent/family events included: ESD 112 Pumpkin Carving, OLWEUS: Attendance and Bullying Prevention, Food Handler’s Safety Course, and FRVL: Bi-lingual Family Music Event. Attendance at parent/family specific events was minimal this year with a total of 36 parents attending during the year. Wishram site had a total of 26 parents, Lyle site had five and Dallesport had four attend this year’s parent/family events.

Summary

Year six of the REACH program brought many challenges due to the Covid-19 pandemic and Washington State’s *Stay Home, Stay Healthy* orders. During summer 2020, all three sites conducted their programs virtually. Both Dallesport and Lyle sites continued to conduct programming virtually for the entire 2020-21 school year. Wishram site conducted their program virtually until mid-January 2021, when they were able to return to in-person programming when the Wishram School District began in-person schooling.

REACH staff constantly worked to expose youth to experiences, services, and resources to help them continue to thrive during these unprecedented times. During online programming, staff delivered instructional materials, supplies, and snacks to all REACH students’ homes in order to maintain connections with youth and their families. Each delivery was full of delicious nutritional snacks, a variety of independent enrichment activities that were focused on math, reading, art, science and included the weekly materials/curriculum for the virtual REACH programming.

Connection and collaboration with REACH community partners continued to be very strong during year six despite its many challenges with remote programming. Having strong, established connections to the community partners continues to be a great asset to REACH. All REACH partners have continued their high level of commitment to providing accessible, interesting services and resources to youth and their families. Community partners provided necessary materials so all youth could participate and on occasion even helped with home delivery of materials.

Overall program enrollment was down in year six. Most students were already participating in online schooling via their computers all day, every day and students were somewhat burned out of being in front of a computer screen during their regular school day. The REACH staff had to go above and beyond their normal approach of reaching students with engaging online activities to encourage their participation in the program.

Youth who enroll in REACH and attend the program 30 days or more are considered regular attendees. The REACH program has an overall goal of 75% of enrolled youth becoming regular attendees. Program wide 67% of the youth who enrolled in REACH during year six became a regular attendee. Lyle MS/HS had 59%, Dallesport Elementary had 64%, and Wishram had 73%.

Year-end data show that REACH is having a positive impact on assessment scores and grades of youth who regularly attend REACH. When fall 2020 assessment scores and grades were compared with spring 2021 assessment scores and grades, 75% of those who attended REACH 30+ days improved in reading and 77% improved in math.

Youth showed a high level of satisfaction with the REACH program. All 46 REACH youth (100%) who completed an end-of-year survey indicated they think REACH has helped them this year and they believe the REACH staff cares about them. Youth had high praise for the overall program, program activities, program staff and community partners and the enrichment activities they brought to the program.

Though parent/family events were limited, staff reported there was a jump in regular communication between parents and REACH staff, which was a valuable way to build ongoing family relationships. When parents of REACH students were surveyed at the end of the program year, they overwhelmingly agreed that the program was good for their family. Very few had any suggested changes to the program as they thought it was “an amazing program and I would not change a thing.”

Next Steps

Staff, students and parents are looking forward to having in-person programming for all sites starting in the fall of 2021, as the state’s *Stay Home, Stay Healthy* orders are eased. Community partners have expressed their commitment to REACH and staff are working to bring presenters back into their programs for exciting enriching offerings. Continued collaboration among the sites and the community partners is strongly encouraged in order to offer the best possible program and to wisely use the available resources.

Program Quality self-assessments and external assessments for each site are being planned for early fall 2021. Staff understand the value of using these assessments in their on-going efforts

to improve the REACH program. Information from the assessments will be used to inform staff in making their formal Program Improvement Plans.

One of REACH's primary goals is to provide high quality, engaging parent opportunities that will assist them in supporting and encouraging learning and literacy at home. With most of year six programming being conducted remotely, providing parent specific opportunities has been a challenge and the opportunities that have been offered have been poorly attended. With school districts not currently allowing parents into the buildings after school (or in some instances even during regular school day hours), the requirement of providing parent/family events is going to be an even greater challenge in next year's programming. It is recommended that staff work with OSPI and other 21st CCLCs in the state in order to seek guidance and suggestions in how to make parent/family opportunities available to their REACH families.

Appendix - ESD 112 REACH Program Organizational Chart

REACH Administrative Councils

School District Superintendents/Principals, REACH Program Director, REACH Coordinators, and Partners.

- Meets **twice a year** to review program data and make suggestions for the following year
- Assists with the development of community partnerships, communication and sustainability

Advisory Councils *(School District Specific)*

REACH Program Director, Building Principal, REACH Site Coordinator, Teacher, and Community Members.

- Meets **three times** a year to review site specific data and monitor implementation
- Reflects on program goals, requirements and timelines at the site level
- Assists with the development of recruitment and retention, community partnerships, communication and sustainability

Monthly Program-Wide Meetings

REACH Program Director and REACH Site Coordinators

- Meet **monthly** to review calendar, plans, alignment of enrichment activities to standards, professional development and connection to student learning plans
- Meets with School Leadership Team to monitor implementation, review data, and coordinate activities and instructional materials.

Weekly Site Staff Meetings

REACH Program Director, REACH Site Coordinator, and REACH Site Assistants

- Meet **weekly** to plan and select resources and materials
- Implement site-specific program
- Liaison with regular-day staff, students, families, volunteers and partner organizations.

Student/Parent Involvement and Commitment

- Provide input to Site Coordinator and Site Assistant
- Fully engage in activities
- Take responsibility for their actions and accomplishments
- Collaborate with and support others in their learning

Supervision

- ESD112 Executive Director, Student and School Success supervises the REACH Program Director
- REACH Program Director in collaboration with the District Superintendents supervises the Site Coordinators and Site Assistants
- Site Coordinator provides supervision on a daily basis to the Site Assistant, partners and volunteers.