Contracting Organization:
   Educational Service District 112
   2500 NE 65th Ave
   Vancouver, WA 98661

Project Name:
   21st Century Community Learning Centers
   REACH - Relationships, Enrichment, Academics, Community and Homework

Contract Period:
   September 1, 2018 to August 31, 2019
   Year Four – Annual Report

Funding Source:
   21st Century Community Learning Centers Program

Evaluator:
   CJWF Research & Evaluation

Report Date: November 2019
This report covers program Year Four - June 9, 2018 through June 11, 2019

Report Outline:
   I. Background/Context
   II. Project Description
   III. Data Collection/Methodology
   IV. Program Implementation Findings
   V. Program Outcome Findings
   VI. Discussion
   VII. Recommendations
I. Background/Context

Community Description

REACH (Relationships, Enrichment, Academics, Community and Homework) is an afterschool and summer program funded by a 21st Century Community Learning Center (CCLC) grant and administered by Educational Service District 112 (ESD 112) of Vancouver, Washington. Lyle and Wishram School Districts, located in Klickitat County in the Columbia River Gorge in south central Washington State, are served by REACH. These two school districts are approximately 75-100 miles east of Vancouver. Lyle School District serves 251 students K-12 and Wishram School District serves 75 students PK-12 based on the Office of Superintendent of Public Instruction (OSPI) student count data.

Klickitat County deals with the challenges faced by many rural communities: the lack of community resources and infrastructure and large distances that create transportation issues for schools, youth, and parents. Resources are scarce due to a small population, little industry, and the rural nature of the area. Klickitat County is part of the federally designated Columbia River Gorge National Scenic Area, thereby limiting construction and industry.

Both school districts report high levels of poverty. Based on the most recent data from the OSPI in Lyle School District 64% of their students receive free or reduced-price meals while 100% of Wishram School District students receive free or reduced-price meals.

Project Vision/Mission

REACH provides youth with enrichment activities, healthy snacks in addition to supervised homework help. The program is designed to provide youth with the help they need to improve academically primarily in the areas of reading and/or math. The goal for each day’s enrichment activity is to be challenging, creative, and fun. The program strives to provide positive interactions with peers and adults outside of the regular school day in a safe, family-connected environment. Priority enrollment is given to youth not meeting standards in reading and/or math and those youth who participate in the free or reduced-price meals program at their school however, all youth are welcome to participate as space allows. Free bus/van transportation home is provided for all REACH youth who would ride the bus home from school.

In year four, REACH continues to be guided by the following goals that align with the state goals and address the intent of the 21st CCLC program which is to enable communities to design, implement, and sustain effective out-of-school-time programs that will result in improved student achievement for their youth.

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.
### Table 1 – REACH Logic Model

<table>
<thead>
<tr>
<th>Goals</th>
<th>Measureable Objectives</th>
<th>Measurement Tools</th>
<th>Activities</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Provide academic, social, and emotional support to underperforming students from high poverty communities to assist them in meeting benchmark standards in reading and mathematics.</td>
<td>1.1) Eighty percent of targeted students who attend the program 30 days or more will meet or exceed the state and local standards in reading and math, and receive grades of C or above in reading or English. 1.2) Eighty percent of targeted students who attend the program 30 days or more will increase their Executive Functioning skills by 40% 1.3) Eighty percent of targeted students who attend the program 30 days or more will demonstrate improved social and emotional behavior.</td>
<td>1.1.1) Smarter Balanced Assessments, district benchmark assessments, and report card grades. 1.2.1) Pre-post Executive Functioning assessment. 1.3.1) Homework completion, classroom participation as reported by teachers, students’ pre-post survey.</td>
<td>a) Planning daily goals, reviewing prior day’s goals and preparing for the school day. b) Homework assistance. c) Small group reading and/or math interventions or individualized tutoring using identified intervention materials in each school and based on REACH Student Learning Plans. d) High school students at Lyle and Wishram receiving D or F grades or as identified by state or local assessments as not meeting standard or in jeopardy of not graduating will attend a summer class designed to remediate their identified deficiencies in reading or mathematics. e) MindUp – Executive Functioning Skills and/or Olweus Bullying Prevention.</td>
<td>a) Before school throughout school year. b) Daily during school year. c) Daily or weekly throughout the school year. d) Four weeks during end of June and first of July e) Once a week throughout the year.</td>
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<tr>
<td>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.</td>
<td>2.1) Student understanding of their identified question or problem during 3 project based enrichment opportunities will increase by 25% of the mean number of items. 2.2) Seventy-five percent of enrolled students at each site will attend 30 days or more.</td>
<td>2.1.1) Student Concept Maps 2.2.1) Attendance records.</td>
<td>a) In-depth Cycles of Inquiry where students identify a problem/question of interest (related to science, social studies, art, music, or health), process what they know, determine what activities will help them to gain more information to answer their problem/question, engage in activities that help them answer their problem/question, reflect on their new learning and link English Language Arts and Math to their learning. Can access list of Enrichment partners, contractors and programs to answer their problem/question. b) Summer School – weekly themes at each site based on student choice providing field trips, visiting experts, creative exploration with intentional links.</td>
<td>a) Three sessions during the school year. b) Four weeks during end of June and first of July</td>
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</table>
| 3.0 Provide high quality engaging parent opportunities that will assist them in supporting and encouraging learning and literacy at home. | 3.1) Sixty percent of parents of the regularly participating students will attend 60% of the parent activities provided through the CCLC grant.  
3.2) 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. | 3.1) Sign-in sheets  
3.2) Pre-post parent surveys. | to reading and math skills and knowledge. | a) Parent classes on the Washington State Learning Standards in ELA and Math, How to Support Your Child in Reading & Math, the new graduation requirements, bullying, first aid, and internet safety.  
b) Opportunities for parents and children to work together on a STEM activity.  
c) Opportunities for parents to serve on Site Advisory Council. | a) Six times during the school year.  
b) Twice during the school year.  
c) Three times during the school year. |
II. Project Description

Program Design

REACH is designed as an afterschool program providing enrichment activities and homework help. In addition, all three sites provide before school homework help for all youth at their school. At Wishram, REACH utilizes a school day classroom and outdoor play area for their program. At Lyle Secondary the school’s library/resource room is used for the REACH program while Dallesport Elementary utilizes the school cafeteria as well as some school day classrooms for specific enrichment activities.

Educational Service District 112, located in Vancouver, Washington, collaborates with Lyle and Wishram School Districts and several community partners to implement the REACH afterschool program. ESD 112 is responsible for program development, leadership, and fiscal oversight of the REACH program. Due to their small size, Lyle and Wishram school districts have limited resources making it difficult to implement a program on their own. By combining partner resources with local resources, a more stable, sustainable program can be established.

Community Partnerships

In addition to Lyle School District, Wishram School District and ESD 112, the following organizations and businesses have formal community partner agreements with REACH and are actively involved in the program:

- 4-H of Klickitat County (new for year four)
- Arts in Education of the Gorge (AIEG)
- Cascadia Adventure Education School
- Fort Vancouver Regional Library (FVRL)
- Klickitat County Public Health Department
- Klickitat-Lyle Against Substance Abuse Coalition (KLASAC)
- Riverview Community Bank
- Skyline Hospital
- The Howards Haven Animal Sanctuary (new for year four)

Other community partners include: Azure Farms, Columbia River Inter-Tribal Fish Commission (CRITFC), Goldendale Pool, Klickitat County Fire District 6, Pathfinder Adventures Outdoor School & STREAM Explorers (Trout Unlimited), Washington Reaching Corp. and Wishram Volunteer Fire Department.

Program Operation and Schedule

Each of the three REACH sites operates their programs after school for two hours per day Monday through Thursday for a total of eight hours per week after school. In addition, each site provides before school homework help and/or enrichment activities four days per week, one hour per day for an overall total of 12 hours per week at each site. Each program is offered 30 weeks during the school year and 4 weeks during the summer session.
**Staffing**

REACH funding provides for a site coordinator and a site assistant at each of the three program sites. The 21st CCLC REACH grant also provides funding for a program director, regional program coordinator and a part-time secretarial position at ESD 112 that supports the three sites.

**Organizational Staffing Design**

The REACH program is supported by the following organizational structure: a program wide administrative council, a district wide advisory council, program wide site meetings and site specific meetings.

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, regional program coordinator, site coordinators, and grant partners. Site assistants are encouraged but not required to attend and community members are always welcome to attend.

Advisory council meetings are school district specific and include the following members: school district superintendents/principals, program director, regional program coordinator, site coordinators, and grant partners. Site assistants are encouraged to attend but not required and community members are always welcome 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.

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

Site staff specific 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.

**Professional Development**

The REACH grant is designed to provide professional development for all staff throughout the term of the grant. Training is to be provided on program goals, objectives, calendar, procedural handbook, youth learning plans, data collection, expectations, and networking with school staff, parents and community members. Other professional development opportunities are to include Olweus Bullying Prevention curriculum and CPR/first aid training. Funding is also included for REACH staff to attended Youth Program Quality Intervention (YPQI) training sessions in order to implement the Program Quality Assessment (PQA) process throughout the term of the grant.

In addition, the district superintendents/principals committed to inviting the REACH staff to all professional development hosted in-district providing opportunity for program staff to learn more about the Washington State K-12 Learning Standards, high yield instructional practices, formative assessment, and instructional materials used at the site level, etc.
Curriculum

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, Bridges, 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
- 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

Enrichment Activities

REACH enrichment activities are designed to give youth hands-on experiences in order for them to explore areas that are sometimes limited in school day curriculum. Each REACH site develops programs to expose their youth, as well as parents, community members and staff, to activities and experiences that would not be available to them any other way. Primarily through REACH partnerships, staff work to bring outside presenters to their programs and plan fieldtrips as a way to expand their youth’s knowledge and experiences. Fieldtrips take place primarily on Saturdays and during the summer session as the rural location of REACH sites prohibits most programs from taking fieldtrips during the year because of time constraints. Each program meets for two hours after school and travel time to many fieldtrip locations would take the majority of that time.
REACH offers activities for parents/guardians and families during evenings and weekends. Parents are also encouraged to participate in fieldtrips and all REACH afterschool activities whenever possible.

**Feeder Schools**

Lyle and Wishram school districts participated in REACH with a total of three sites; Dallesport Elementary, Lyle Secondary, and Wishram High and Elementary School. The table below shows the grade span in each school and the total student count for each school based on OSPI data.

<table>
<thead>
<tr>
<th>School District</th>
<th>Program Location</th>
<th>Feeder School</th>
<th>Grade Span</th>
<th>Total School Student Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lyle SD</td>
<td>Dallesport</td>
<td>Dallesport Elem</td>
<td>K-5</td>
<td>116</td>
</tr>
<tr>
<td>Lyle SD</td>
<td>Lyle</td>
<td>Lyle Secondary</td>
<td>6-12</td>
<td>135</td>
</tr>
<tr>
<td>Wishram</td>
<td>Wishram</td>
<td>Wishram High &amp; Elem School</td>
<td>PK-12</td>
<td>75</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>326</strong></td>
</tr>
</tbody>
</table>

**III. Data Collection/Methodology**

Program data, materials and information reviewed for this report include the following:

- Achievement Data
- Attendance/Retention of Youth Data
- Meeting Agendas & Minutes of Administrative Council, Advisory Council, and Monthly Staff Meetings
- Monitoring Binders
- Newsletters
- Parental and Community Involvement Data
- Program Quality Assessment Data
- Recruitment of Target Population Data
- Staff Handbook
- Youth Profiles
- Surveys of Youth and Program Staff
- Parent Event Evaluations
- REACH Website

**Achievement Data**

Both school districts involved in REACH use iReady in order to measure their students’ academic progress. Testing is completed in the fall and winter of the year and again close to the end of the school year. REACH site coordinators collect the assessment data through the use of the REACH youth profiles and these were made available to the evaluator for review.

**Attendance/Retention of Youth**

Youth sign in each day they attend REACH. Daily program attendance data was collected for all youth who registered for REACH. Program staff at each site were responsible for collecting and reporting all attendance data to the REACH program secretary at ESD 112, who in turn provided attendance data to the evaluator for review.
Meeting Agendas and Minutes

The REACH program director prepared agendas and the regional program coordinator recorded meeting minutes for all administrative council, school district specific advisory council, and program wide staff meetings held during the year. Meeting minutes included program reviews and site updates, planning and scheduling, evaluation and reflection, summer programing, and any staff concerns. The agendas and meeting minutes were made available to all members of each council, the program secretary and the evaluator.

Monitoring Binders

Throughout year four, site coordinators compiled monitoring binders/boxes to provide evidence of compliance to the statutes that govern the 21st CCLC program. All monitoring materials are available to share with OSPI personnel, the REACH program director, regional program coordinator, program staff, the evaluator, school district staff and any other interested parties. OSPI is accountable to the federal government for the proper administration of the 21st CCLC program and is required to hold sub-grantees accountable for program implementation. OSPI provides assistance to grantees helping them to overcome any obstacle getting in the way of a successful program.

Newsletters

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. In addition, the newsletters feature field trips, community partners & connections, parent & family events, upcoming events and a ‘student highlight’ section where one or more youth relate their experiences with the REACH program. Three versions of the newsletters, one for each site, are distributed to the schools, parents, grant partners, and to school day teachers. Site staff also share the newsletters with those in their community with whom they have connections in order to promote the program to a wider audience.

Parental and Community Involvement

REACH staff work hard to engage adults in program offerings and encourage participation in all-school events designed to involve parents, families, and community members into the life of the school and the REACH program. Data regarding participation by parents and community members in these activities was collected at each site and reported to the REACH program director at ESD 112. At program year end, the data was made available by the REACH program secretary to the evaluator for review.

Program Quality Assessment

REACH participates in the Weikart Center’s Program Quality Intervention (PQI) comprehensive system for improving program quality. Both self-assessments and external assessments are conducted throughout the year at each site. Data reports are made available to all program staff and the evaluator in order to help implement program improvement.

Recruitment of Target Population

The REACH program is open to all youth 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 youth 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 youth 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 meal program at their school.

Due to the fact that all REACH program schools are very small, recruitment is primarily done on an informal basis. School day teacher and superintendent/principal recommendations, parent/teacher conferences, and student test scores serve as the basis for determining youth who are in need of additional academic help. In addition, all youth 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 youth to join, and explains how parents can enroll their youth in the REACH program. The REACH website explains the benefits of REACH and encourages anyone to contact staff for more information regarding enrollment into the program.

**Staff Handbook**

Each year ESD 112 updates the REACH staff handbook. This valuable resource guide gives program staff information on procedures, expectations, recruiting youth and volunteers, emergency procedures, fieldtrip information, records keeping, etc. The handbook includes all forms needed such as youth profiles, enrollment forms, session summaries, family activity sign-in sheets, templates for parent letters and promotional flyers. All site coordinators participated in a review of the handbook at the day-long staff retreat held prior to the beginning of the fall 2018 program session.

**Youth Profiles**

A profile is completed for each youth when they initially enroll in REACH. The youth’s classroom teacher(s) provide input on student’s needs in reading and math Common Core Learning Standards. REACH site coordinators then complete a profile on each individual youth. Each youth’s profile includes initial achievement test data for reading and math as well as individual reading and math learning goals for the youth to focus on during their enrollment in the REACH program. The profiles also indicate if the youth needs to improve in the areas of homework completion, classroom participation and student behavior. Youth profiles are updated throughout the year. In the spring, year-end achievement test data is recorded on the youth’s profile as a way to track academic progress for the year. The site coordinators collected the youth profiles and these are made available to the evaluator for review.

**Youth Surveys**

Close to the end of the program year, youth in grades 4-12 who had attended REACH 30 days or more were asked to complete the youth skills and beliefs survey conducted by OPSI in partnership with American Institutes for Research (AIR). This confidential online survey was designed to study the effectiveness of the REACH program by asking youth about their experiences in the program and about their own skills and beliefs. The survey asks youth about what they are like as a learner, how they feel about school, and their plans for the future. Data from the survey helps staff to understand if REACH and other afterschool programs are helping youth to improve their skills both in and out of school.

**Program Staff Survey**

The REACH staff completed a survey at program year-end. Staff was asked about this year’s strengths and challenges, suggested improvement regarding parent events and how to increase participation, ideas for streamlining of required paperwork, as well as their feedback regarding
trainings, instructional materials, the assessment process, human resources and collaborations with grant partners. The information received is used to report on staff’s view of program year four and for year five program improvement.

**Parent Event Evaluations**

At each of the family/community events, REACH parents were provided Parent Event Evaluation forms to complete. Parents were asked to respond on a four-point scale “strongly agree” to “strongly disagree” to the following questions: 1) I learned something new; 2) I will use what I learned; 3) This was a well-organized event; 4) I would recommend this event to others; 5) I am glad I came to this event. Parents were also asked for suggestions to improve the event in the future and for any other comments they wished to share with the REACH staff.

**Website**

The REACH website (https://web3.esd112.org/reach) outlines the REACH program explaining the benefits of REACH and how to get involved in the program. The website provides resources for parents and has links to all of the program partner’s websites.

### IV. Program Implementation Findings

**Recruitment of Target Population**

REACH is designed for youth in grades K-12 who are not currently meeting standards in reading and/or math as well as those youth who are eligible for their district’s free or reduced-priced meals program; however, all youth are allowed to attend as space is available. Both school districts report high levels of poverty. Based on the most recent data from the OSPI in Lyle School District 64% of their students receive free or reduced-price meals while 100% of Wishram School District students receive free or reduced-price meals.

The following table shows the total student count at each of the feeder schools (based on the OSPI Report Card) and the total number of youth enrolled in REACH. Fifty-one percent (51%) of the overall student population at the three sites are enrolled in the REACH program.

<table>
<thead>
<tr>
<th></th>
<th>Dallesport Elementary (K-5)</th>
<th>Lyle Secondary (6-12)</th>
<th>Wishram School (PK-12)</th>
<th>All Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total student count at feeder school based on OSPI Report Card</td>
<td>116</td>
<td>135</td>
<td>75</td>
<td>326</td>
</tr>
<tr>
<td>Total # of youth enrolled in REACH (N) and % of total student count</td>
<td>N = 49 (42%)</td>
<td>N = 51 (38%)</td>
<td>N = 66 (88%)</td>
<td>N = 166 (51%)</td>
</tr>
</tbody>
</table>

When a youth joins REACH, a youth profile is completed for the individual youth as a way for the REACH site coordinator to focus on the youth’s current academic needs. Youth profile information includes assessment data in both reading and math and the academic areas of focus or goals for that individual youth in the areas of reading and math. The profiles also indicate if the student needs to work on improvement in the areas of homework completion, classroom participation and improved student behavior.
Total Program Days

The REACH program is designed for each site to provide programming during the summer for at least four weeks and during the fall/winter and spring sessions for a total of at least 30 weeks. During year four each of the three programs operated a four-week summer session. During the school year (fall/winter and spring sessions) Dallesport operated for 35 weeks, Lyle Secondary operated for 34 weeks, and Wishram for 34 weeks.

Each of the three sites operated after school for two hours per day Monday through Thursday for a total of eight hours per week. In addition to the afterschool enrichment activities and homework help, Dallesport Elementary offered homework help Monday, Tuesday, Thursday and Friday from 7:00 a.m. to 8:00 a.m. for an overall total of 12 hours per week; Lyle Secondary offered homework help Monday, Tuesday, and Thursday from 7:00 a.m. to 8:00 a.m. and on Wednesdays from 8:00 a.m. to 9:00 a.m. for an overall total of 12 hours per week; and Wishram School offered homework help Monday through Friday 7:00 a.m. to 8:00 a.m. for an overall total of 13 hours per week.

Table 4 shows the number of days each program was open during year four (June 9, 2018 through June 11, 2019).

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<tbody>
<tr>
<td>Dallesport</td>
<td>12</td>
<td>3</td>
<td>4</td>
<td>19</td>
<td>13</td>
<td>12</td>
<td>15</td>
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<td>15</td>
<td>13</td>
<td>18</td>
<td>7</td>
<td>138</td>
</tr>
<tr>
<td>Lyle</td>
<td>8</td>
<td>7</td>
<td>4</td>
<td>19</td>
<td>13</td>
<td>12</td>
<td>15</td>
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<td>15</td>
<td>13</td>
<td>17</td>
<td>6</td>
<td>136</td>
</tr>
<tr>
<td>Wishram</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>23</td>
<td>18</td>
<td>14</td>
<td>18</td>
<td>13</td>
<td>21</td>
<td>17</td>
<td>22</td>
<td>5</td>
<td>168</td>
</tr>
</tbody>
</table>

During the school year REACH programs do not run on days that their local schools are not in session (holiday, snow days, etc). During year four, both school districts experienced a larger number of weather-related closures than usual. Extra program days were incorporated into the program schedule at the beginning of the year just in case and these extra buffer days allowed the program to run more than the required 30 weeks even though the schools had a total of 15 weather/emergency related closure days during the winter months.

Staffing

REACH funding provides for a site coordinator and a site assistant at each of the program sites. Site coordinators and assistants are responsible for direct services to students throughout the program including homework help, intervention, enrichment activities, coordinating fieldtrips and bringing outside presenters to the program. Site staff coordinate student recruitment, retention, parent communications, act as school staff liaison, deliver snacks, arrange transportation, collect data (attendance, assessment scores, student profiles, etc.) and maintain program records.

Dallesport’s coordinator is a highly qualified para-professional who has been working in the afterschool program since the previous afterschool grant and has been the site coordinator since year one of the REACH grant. The Dallesport site assistant, a para-professional, new to the program this year provided great help in the program each day. The program also had a substitute site coordinator and a substitute site assistant to help in the program throughout the year as needed.
During the course of year four Lyle Secondary REACH was staffed with a site coordinator and a site assistant with a substitute site coordinator and a substitute site assistant filling in as needed. These individuals were with the program throughout the entire program year. This was the first year that there had not been a turnover of staff at Lyle Secondary during the program year.

Throughout program year four, a long-time school district certificated teacher held the position of site coordinator at Wishram and a para-professional was the site assistant. Wishram also had a certificated teacher who substituted as site coordinator on rare occasions when the site coordinator was absent due to trainings, etc.

Many of the REACH staff are regular school day employees at their site school. This provides REACH with strong ties to the regular school day, the classroom teachers and school principal, knowledge of youth and parents, and the instructional framework and materials utilized in the school. The programs have regular school day faculty and staff that occasionally help with REACH as well as community members that volunteer in the program.

The 21st CCLC REACH grant also provides funding for a program director (FTE 0.5) housed at ESD 112, a regional program coordinator (FTE 0.35) located in the Columbia River Gorge closer to the three program sites, and a part-time secretarial position at ESD 112 that supports the three program sites. The program director and the regional program coordinator met together on a bi-monthly basis throughout the program year.

The program director is 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 newsletter and development of the REACH website; worked with sites to develop youth 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.

The regional program coordinator assisted REACH with on-site supervision and training; visited the programs on a regular basis; met weekly with site coordinators and bi-weekly with the program director; and attended professional development workshops offered by OSPI.

**Professional Development**

The REACH program director works to link professional development opportunities to the needs and goals of the program. REACH staff had the opportunity to participate in the following professional development activities during year four: Too Close to Home: Child Sex Trafficking in our Community, Summer Institute, YPQA Basics, PQA Basics Online, CPR Classes, Food Handlers Training, Leading for Social Justice & Equity, Regional Professional Development Symposium #2, 21st CCLC Director and Evaluator Meetings, BOOST Conference, and WriTE Brain Training. Staff participated in national conferences during year four including: BbWorld & Dev Con, Building Learning Communities, Global Leadership Summit and the BRIDGES Conference.

In addition, REACH staff had the opportunity to participate in the following webinars: YPQI kickoff, YPQA Distance External Assessment Reliability Refresher Training, SAPQA Distance External Assessment Reliability Refresher Training, Self-Assessment and Scores Reporter Webinar, YPQI Box Sets, Ready by 21, The intersection of Afterschool and SEL for

Newsletters with a variety of resources and webinars were distributed to staff throughout the year from several organizations including: Vision and Guidance for a Diverse and Learner-Ready Teacher, Investing in Evidence Bases Social and Emotional Learning, Generation Wellness, Career and Technical Education: What is the Issue and Why Does it Matter? The Aspen Institute – From a Nation at Risk to a Nation at Hope, Best Out of School Time (BOOST), Schools Out Washington (SOWA), and the American Youth Policy Forum (AYPF).

**Administrative Council**

Members of the administrative council include the school district superintendents/principals from both school districts, the program director, regional program coordinator, site coordinators, community partners and community members. The council met twice during program year four to sponsor the work of REACH. Attendance was taken at all meetings. At each meeting the council reviewed the program goals, site coordinators provided overviews and updates for each of their sites, program data and reports were reviewed. Increased involvement of community partnerships and sustainability were discussed and program suggestions were made. Staff also took time at these meetings to coordinate with community partners to arrange guest presenters, fieldtrips and program activities. Agendas and minutes from these meetings were made available to all participants and were part of the monitoring binders/boxes at each site.

**School District Specific Site Advisory Councils**

Each of the school districts have REACH advisory councils that met three times during year four to monitor program implementation and provide feedback for program revisions. The council members for each of the two school districts include the school district superintendent/principal, site coordinators, the program director and the regional program coordinator. Site assistants were encouraged to attend but their attendance was not mandatory. Site updates, planning and scheduling, as well as evaluation components were discussed at the council meetings. The advisory council also discussed recruitment and retention, community partnerships, communication and sustainability. Attendance was taken at all meetings.

**Monthly Program Wide Meetings**

Monthly program wide meetings include the program director, the regional program coordinator, site coordinators, and occasionally the program evaluator. Site assistants were encouraged to attend but their attendance was not mandatory. Attendance was taken at all meetings. Meetings included discussion of program issues, training needs, grant compliance, record keeping, evaluation, and youth successes. The program director also arranged for some of these meetings to include a professional development component.

**Weekly Site Meetings**

Site staff specific meetings were held weekly to plan and implement the program as well as work on program revisions. These meetings include the site coordinator, site assistant as well as the regional program coordinator.

**Activities/Fieldtrips/Guest Presenters/Family and Community Events**

REACH enrichment activities are primarily focused around the content areas of math, reading, science, social studies, art, music, and health. In addition, the programs are designed to provide
enrichment activities in arts education, nutrition and fitness, cooking, music and drama as a way for youth to explore these important areas that are sometimes limited in school day curriculum. Each day’s enrichment activity is designed to be challenging, creative and fun.

REACH partners are committed to an active involvement and support for the afterschool programs. Strong partnerships during year four have allowed REACH to provide more accessible and interesting services and resources to youth and their families. Primarily through REACH partnerships, staff arrange for outside presenters to visit the program in order to expose youth to activities and experiences that would not be available to them any other way. In addition, fieldtrips have been taken as a way to expand youth knowledge and experiences. Fieldtrips were primarily scheduled on weekends or during summer session as the distance to most locations prohibits scheduling fieldtrips during the REACH afternoon sessions.

Engaging parents and community members in REACH activities continues to be an emphasis for the program. Parents in particular are encouraged to participate in REACH fieldtrips and afterschool activities whenever possible. Collaboration with school day teachers, school administrators and local Parent Teacher Organizations (PTO) on parent and community events continues to help with the number of these events that REACH is able to offer. To encourage attendance, flyers for each event were sent home to all families. In addition, the Site Coordinators posted events on Facebook, sent emails, telephoned and texted families in an effort to increase participation.

The fall 2018 session began with a REACH Fall Extravaganza Kickoff held on the Columbia River Gorge Sternwheeler. REACH was joined by community partner Cascadia Education Adventure for a fun afternoon activity featuring the Sternwheeler Challenge with different mystery categories highlighting fun facts and trivia in mathematics, history, geology, biology, engineering, economy and anthropology. The event was designed to share with parents the benefits of the REACH program and to encourage their year-round involvement all while enjoying a great day in the beautiful outdoors.

The following are a few of the activities, guest presenters, fieldtrips and family/parent events that were offered to REACH youth and their families throughout program year four.

**Activities**

- Engineering is Elementary
- Reader’s Theater
- Digitz - interactive electronic system for learning multiplication facts
- Think Tank - introducing and working on a wide variety of math skills
- Chemical Reactions
- Sign Language
- Group book study
- Measurements using the Imperial and Metric systems
- School garden / garden planning activities
- Vocabulary skills – Guesstures, Survival Word Bingo and Password
- Multiple math games to enhance number sense - strategy games, Number Ninjas, Guess My Number, a variety of domino games
- Building systems – ZOOB Cars, Brain Builders, Structures, and Contraptions
- The science of popcorn – learning about the explosion of steam
• Following written directions and recipes – making slime and homemade Play-Doh and observing the chemical change during the heating process.
• Growth cycle of plants
• Study of different cultures
• Multicultural cooking
• Water safety

Guest Presenters
• Pottery with Pam Springer (AIEG), learned different pottery styles and created treasure boxes
• Beadmaking with Stephanie DelGado (AIEG)
• Cello Bob with Gideon Freudman (FRVL)
• The Art, Science and Math of Bubble workshop with Lisa Melander
• Skateboard Art Project with Michelle Yamamoto (AIEG)
• Watercolor project with Marlowe Lyddon (AIEG)
• Accordion art books with Amy Jarvis (AIEG)
• Matt Baker (FVRL)
• The history and nutritional value of eggs with Debi Budnick (Skyline Hospital)
• Leapin’ Louie (FVRL)
• Musical performance by Mo Phillips (FVRL)
• Recycled Art Projects with Cynthia (AIEG)
• Creature feature reptile presentation by Steve Lattanzi (FVRL)
• Presentation by Amy Gray (AIEG)
• The science of culturing bacteria and how germs are spread with Debi Budnick (Skyline Hospital)
• Presentation by Erin Erickson (AIEG)
• En Taiko Drumming (FVRL)
• Farm to Table cooking with Debi Budnick (Skyline Hospital), a continuation of the Farm to Food fieldtrip
• Abby’s Animals (4-H of Klickitat County)
• STEM Building Day with Naomi Fisher (FVRL)
• Musical presentation by Norman Foote
• Mural design with Alisson Fox (AIEG)
• Mr. Fantastic – Michael Douglas (FVRL)
• Food handling safety with Debi Budnick (Skyline Hospital)
• Mentoring with a focus on food with Abby Brandt (4-H of Klickitat County)
• Dale Connell (Riverview Bank), dictionary give away

Fieldtrips
• Riverview Bank, learned about different aspects of banking and toured the bank
• Oregon Museum of Science and Industry (OMSI), learning more about the science and technology of robots with lots of hands on science and a laser light show in the planetarium
• Oregon Zoo / Ziggy Marley Concert
• Mosier Tunnels Hike
• Skyline Hospital and Emergency Services
- Horse Thief Butte Exploration (Cascadia Adventure)
- Movies in The Dalles
- The Western Antique Aeroplane & Automobile Museum (WAAAM) in Hood River, Oregon
- Bonneville Dam – hydroelectric power, the life cycle of salmon
- Columbia River Inter-Tribal Fish Commission (CRITFC) - tribal fisheries, how to properly clean, filet, and cook a salmon
- Taste of the Gorge Farm Trip – farm to table cooking
- Columbia Gorge Discovery Center
- Multi-Sports Day with Jim Wells (Cascadia Adventures) – participated in kayaking, stand-up paddle boarding and watched a kite-surfing demonstration
- The Howards Haven Animal Sanctuary
- Azure Farms in Dufur, Oregon – toured greenhouses, flour mill, processing and packing warehouses
- Mountain Lake fishing (Cascadia Adventure)
- Klickitat County Fire District 6 in Dallesport
- Big Foot Survival Course (Cascadia Adventure)
- Dallesport Airport
- Sleep in the Deep at Oregon Coast Aquarium – ocean life and habitats
- Klickitat River Float Trip – water safety, how to read and listen to the water, survival skills, history of the river and of local tribes
- Goldendale Pool – water safety
- Annual Wind Challenge competition

**Parent/Family Events**
- Columbia River Sternwheeler Kick-Off Event
- FASFA Night
- Fall Festival
- Veteran’s Day Assembly
- Cyber Safety (KLASAC)
- Youth & Vaping: What’s Hot & What’s Not (KLASAC)
- Creature Feature (FVRL)
- Norman Foote Musical Presentation
- Science Fair
- Field Day
- Oregon Museum of Science and Industry (OMSI) fieldtrip
- Bonneville Dam tour
- Book Fair/Reading Carnival

**Community Partnerships**

Strong collaborative partnerships have allowed REACH to provide more accessible and interesting services and resources to youth and their families. Throughout this program year REACH partners have been committed to an active involvement and support for the afterschool programs. In year four, REACH has been excited to add two new community partners, 4-H of Klickitat County and The Howards Haven Animal Sanctuary, both who have been very active
with the REACH program offerings this year. The following organizations had a formal partnership with REACH during year four:

- 4-H of Klickitat County (new for year four)
- Arts in Education of the Gorge (AIEG)
- Cascadia Adventure Education School
- Fort Vancouver Regional Library (FVRL)
- Klickitat County Public Health Department
- Klickitat-Lyle Against Substance Abuse Coalition (KLASAC)
- Riverview Community Bank
- Skyline Hospital
- The Howards Haven Animal Sanctuary (new for year four)

As a new REACH community partner 4-H of Klickitat County is committed to implementing a youth adult partnership and youth directed learning to the program. They provide access to curriculum, educational kits, and equipment to assist staff with the delivery of the program. 4-H of Klickitat County provides programming in a variety of subjects including: Healthy Living, Nutrition, Character Development, STEM, Technology Education and Citizenship. A highlight with 4-H this year has been the mentoring program for older youth to connect with younger youth in the program. Youth in the Lyle Secondary program have gone through a two-day training course covering all of the nutritional curriculum, icebreaker activities and reading materials that they then had the opportunity to teacher and mentor youth in the Dallesport REACH program.

REACH contracts with Arts in Education of the Gorge (AIEG) a non-profit organization which partners with teaching artists, school districts, private and public donors, and the cultural community to enhance every child's education through performing, visual and literary arts in the schools and community. Their After School Arts Partnerships (ASAP) provides after school enrichment to K-12 youth. REACH staff have brought a variety of artists to the afterschool program in order to provide their youth on-site opportunities in visual arts, theatre, clay, drumming, music and movement, etc.

Cascadia Adventure Education School based in Trout Lake, Washington, provides environment-based education, service learning, and leadership courses. Their program provides creative strategies to help youth expand their environmental awareness and deepen their relationship with the natural world. The wide variety of fieldtrips and on-site opportunities for youth are always among the most memorable experiences for the REACH students.

A representative from Fort Vancouver Regional Library (FVRL) coordinates with REACH staff to provide both free and fee-based enrichment activities many times throughout the year at each of the local program sites. FVRL’s mission is to provide gateways for ideas, information and community interaction. The list of presenters that provide a wide variety of on-site activities for REACH is almost endless. REACH staff have used these resources well throughout year four and exposed their students to many forms of activities they would not be able to experience otherwise.

The Klickitat County Public Health Department provides in-kind support for REACH with activities including youth healthy cooking classes incorporating math, science and life skills in
the instruction. The mission of the Department is to preserve, promote and protect the health of all people residing in or visiting Klickitat County.

The **Klickitat-Lyle Against Substance Abuse Coalition (KLASAC)** provides programming focused on building a more positive climate within the school and community. KLASAC provides community, family, parent and youth educational programs on an in-kind basis to the REACH program.

**Riverview Community Bank** has two branches in Klickitat County. The bank provides an in-kind contribution through consumer literacy and financial education for REACH youth and by providing savings, investing, and credit protection education for REACH parents, family members and the local community. Riverview Community Bank also hosts fieldtrips to their branches for REACH youth. Riverview Community Bank has continued to be a strong supporter of the REACH program throughout each program year.

**Skyline Hospital**’s Community Health and Wellness program is designed to support the needs of their community through outreach and education, specifically focused on prevention and healthy lifestyles. On an in-kind basis, Skyline Hospital (White Salmon, Washington) provides REACH youth with educational enrichment opportunities and also served as a site for fieldtrips where youth visited the x-ray department, the helipad and the emergency area. Staff from Skyline Hospital visit REACH programs a couple of times each month where they lead activities around nutrition, cooking, cultural foods, reading and following recipes, kitchen safety, how germs are spread and the importance of healthy eating.

**The Howards Haven Animal Sanctuary** is a new community partner for year four. The Sanctuary provides REACH youth the opportunity to interact with horses, goats, pigs and ducks as they tour the facilities. The Sanctuary provides educational packets during the tour as youth learn animal care including feeding and grooming and about the animals’ skeletal structures, anatomy and digestive systems. Each of the three REACH sites are allowed up to 10 visits per program year.

In addition to the formal community partnerships listed above the REACH program partnered with the following organizations during year four:

- Azure Farms
- Columbia River Inter-Tribal Fish Commission (CRITFC)
- Goldendale Pool
- Klickitat County Fire District 6
- Pathfinder Adventures Outdoor School & STREAM Explorers (Trout Unlimited)
- Washington Reaching Corp.
- Wishram Volunteer Fire Department

**Program Quality Intervention**

During year four, all three REACH sites participated in the Weikart Center’s Program Quality Intervention (PQI). The PQI is a comprehensive system for improving program quality and is based on a three-part approach: first to assess the program, use that assessment to plan improvement, and then provide targeted staff trainings to support program improvement.

The Program Quality Assessment (PQA) instrument evaluates the quality of youth programs with both self-assessment and external assessment of each individual program site. REACH site staff completed the self-assessment while the program evaluator completed the external
assessment for each site. Reports detailing the assessment findings were made available to all staff to use for their advanced planning.

For program year four through the PQI Program Improvement Plan, the three REACH sites developed the following goals:

Dallesport Elementary: 1) Students will use prosocial behavior actions to reframe conflicts. Students will feel comfortable and safe in the REACH program environment, and feel confident in being able to handle conflict situations. 2) Youth will contribute to program planning through feedback gathered through reflection. 3) By May 23, 2019 youth will have a physically and emotionally safe environment in the REACH program.

Lyle Secondary: 1) In the Lyle Secondary program, staff and students are working hard towards maintaining a structured and healthy environment. By May 23, 2019 the Lyle Secondary Program will have clear limits to all students that it is a structured, healthy, and stable environment for REACH students that provides a productive space for learning and taking healthy risks. 2) 60% of the students at Lyle Secondary School REACH program will attend 30 day or more by April 30, 2019 3) Students will be able to share highlights, skills, objectives, and learning targets with the REACH program staff and students, by May 23, 2019 that they have gathers and applied to their life skill’s REACH program tool box.

Wishram: 1) Youth at Wishram after School Program will take an active role in leading activities on a bi-weekly basis by April 11, 2019 2) 70% of youth at Wishram Schools REACH Program will attend 30 day or more before April 11, 2019. 3) By April 11, 2019 youth at Wishram After School Program will have a physically and emotionally safe environment.

V. Program Outcome Findings

Attendance/Retention

When a youth began with REACH they were considered *enrolled* in the program. Attendance was recorded everyday at REACH and once a youth attended 30 days they were considered a *regular attendee*. During the 2018-19 program year there were a total of 166 youth *enrolled* in the program at all three sites. The overall program-wide percentage of *enrollees* who became *regular attendees* (attended 30 days or more) was 57%.

REACH has a program goal of 75% of enrolled youth attending the program 30 days or more. The Wishram REACH site exceeded this goal by having 82% (54) of their enrollees attend 30 days or more with 32 of these youth (48%) attending 90 days or more. Twenty youth (41%) enrolled at Dallesport Elementary and 21 (41%) enrolled at Lyle Secondary attended 30 days or more.

The following tables show total enrollment by grade level for each of the three sites (Table 5) and detailed youth attendance information for each site and for the program as a whole (Table 6). Table 7 shows that program wide there were 40 youth (24%) who participated 90 days or more; 23 youth (14%) who participated 60 to 89 days; 32 youth (19%) who participated 30 to 59 days; 10 youth (6%) who participated 25 to 29 days; 50 youth (30%) who participated 5 to 24 days; and 11 youth (7%) who participated four days or less.
Table 5 – REACH Enrollment by Grade Level

<table>
<thead>
<tr>
<th>Program</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dallesport</td>
<td>12</td>
<td>15</td>
<td>15</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>Lyle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>51</td>
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<tr>
<td>Secondary</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wishram</td>
<td>7</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>9</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>3</td>
<td>8</td>
<td>14</td>
<td>22</td>
<td>19</td>
<td>8</td>
<td>17</td>
<td>12</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>166</td>
<td></td>
</tr>
</tbody>
</table>

Table 6 – REACH Attendance

<table>
<thead>
<tr>
<th></th>
<th>Dallesport Elementary</th>
<th>Lyle Secondary</th>
<th>Wishram K-12</th>
<th>All Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of youth enrolled in program</td>
<td>49</td>
<td>51</td>
<td>66</td>
<td>166</td>
</tr>
<tr>
<td>Total number of youth 30 days or more – regular attendees</td>
<td>20</td>
<td>21</td>
<td>54</td>
<td>95</td>
</tr>
<tr>
<td>Percentage of youth 30 days or more – regular attendees</td>
<td>41%</td>
<td>41%</td>
<td>82%</td>
<td>57%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Detail</th>
<th>Dallesport Elementary</th>
<th>Lyle Secondary</th>
<th>Wishram K-12</th>
<th>All Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number who attended 1 to 4 day(s)</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>11 (7%)</td>
</tr>
<tr>
<td>Number who attended 5 to 24 days</td>
<td>21</td>
<td>21</td>
<td>8</td>
<td>50 (30%)</td>
</tr>
<tr>
<td>Number who attended 25 to 29 days</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>10 (6%)</td>
</tr>
<tr>
<td>Number who attended 30 to 59 days</td>
<td>11</td>
<td>10</td>
<td>11</td>
<td>32 (19%)</td>
</tr>
<tr>
<td>Number who attended 60 to 89 days</td>
<td>6</td>
<td>6</td>
<td>11</td>
<td>23 (14%)</td>
</tr>
<tr>
<td>Number who attended 90 days or more</td>
<td>3</td>
<td>5</td>
<td>32</td>
<td>40 (24%)</td>
</tr>
</tbody>
</table>

Youth Achievement Data

iReady is used by both school districts to assess students’ reading and math skills. Students take the assessments three times a year. iReady assessments are used to identify youth who may need support or follow up diagnostics and to measure student growth. Data shown here compares fall 2018 iReady assessment scores to spring 2019 scores.

At Dallesport Elementary, assessment data was available for both fall 2018 and spring 2019 for 17 of the 20 REACH regular attendees (85%). In the area of reading thirteen (76%) showed an increase in their assessment scores and an additional two (12%) remained the same. In the area of math, all 17 (100%) youth improved their assessment scores.

Reading Assessment
- 13 youth scores (76%) improved
- 2 youth scores (12%) was unchanged
- 2 youth scores (12%) declined

Math Assessment
- 17 youth scores (100%) improved
- 0 youth scores (0%) were unchanged
- 0 youth scores (0%) declined

At Lyle Secondary School, fall 2018 and spring 2019 reading assessment data or classroom grades were available for 19 of the 20 youth (95%) who participated in REACH 30 days or more. In the area of math, assessment data or classroom grades were available for all 20 youth (100%) who participated 30 days or more. In the area of reading seven (37%) showed an
increase in their assessment scores or classroom grades and an additional eight (42%) remained the same. In the area of math, nine (45%) students improved their assessment scores or classroom grades and an additional six (30%) remained the same.

**Reading Assessment**
- 7 youth scores (37%) improved
- 8 youth score (42%) was unchanged
- 4 youth scores (21%) declined

**Math Assessment**
- 9 youth scores (45%) improved
- 6 youth scores (30%) were unchanged
- 5 youth scores (25%) declined

At Wishram School, reading and math iReady test scores were available for both fall 2018 and spring 2019 for 53 of the 54 REACH regular attendees (98%). In the area of reading, 41 (77%) youth showed an increase in their scores. In the area of math, 46 (87%) youth showed an increase in their assessment scores.

**Reading Assessment**
- 41 youth scores (77%) improved
- 0 youth scores (0%) were unchanged
- 12 youth scores (23%) declined

**Math Assessment**
- 46 youth scores (87%) improved
- 1 youth scores (2%) were unchanged
- 6 youth scores (11%) declined

### Table 7 – Reading Assessment Data for Regular Attendees

<table>
<thead>
<tr>
<th>Program Site</th>
<th>Improved</th>
<th>Unchanged</th>
<th>Declined</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dallesport</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Lyle</td>
<td>7</td>
<td>8</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Wishram</td>
<td>41</td>
<td>0</td>
<td>12</td>
<td>53</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>61 (69%)</strong></td>
<td><strong>10 (11%)</strong></td>
<td><strong>18 (20%)</strong></td>
<td><strong>89</strong></td>
</tr>
</tbody>
</table>

### Table 8 – Math Assessment Data for Regular Attendees

<table>
<thead>
<tr>
<th>Program Site</th>
<th>Improved</th>
<th>Unchanged</th>
<th>Declined</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dallesport</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Lyle</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Wishram</td>
<td>46</td>
<td>1</td>
<td>6</td>
<td>53</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72 (80%)</strong></td>
<td><strong>7 (8%)</strong></td>
<td><strong>11 (12%)</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

**Parental and Community Involvement**

Each program site hosted a variety of family and community activities throughout the year. REACH staff provided sign-in sheets at these to record the number of parent/guardian attendees. As shown in the table below, a total of 21 family/community activities were offered at the three program sites for a combined total of 161 adults in attendance at these activities. Staff indicated that posting events on Facebook and connecting with families via phone calls, texting, and/or emails the night prior to the event seemed to help increase attendance.
Table 9 – Parent/Community Activities & Attendance Data

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Activities Offered by Individual Site</th>
<th>Total Number of Adults in Attendance for all Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dallesport Elementary</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Lyle Secondary</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>Wishram School</td>
<td>8</td>
<td>96</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>165</strong></td>
</tr>
</tbody>
</table>

**Program Volunteers**

REACH staff made a concerted effort to track program volunteers. Volunteers sign in at the bottom of the youth daily sign-in sheets. This year the three programs recorded the following volunteers (Table 10). Note: The following data does not include any Program Partners who participated in program days throughout the year.

Table 10 – Volunteer Data

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Community Members</th>
<th>Regular School Day Teachers</th>
<th>HS and College Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dallesport</td>
<td>4</td>
<td>15</td>
<td>0</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Lyle</td>
<td>3</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>Wishram</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>39</strong></td>
<td><strong>6</strong></td>
<td><strong>5</strong></td>
<td><strong>59</strong></td>
</tr>
</tbody>
</table>

Parents and community members were always welcomed and encouraged to participate in the REACH program after school and on REACH fieldtrips.

**Youth Skills and Beliefs Survey**

In spring 2019, REACH regular attendees in grade 4-12 participated in the youth skills and beliefs survey conducted by OSPI in partnership with American Institute for Research (AIR). The youth skills and beliefs survey asked youth about their experiences in the afterschool program and about their own skills and beliefs. Results of the survey will be shared with program staff, administrative council members, advisory council members, and partners. Parents of REACH youth were informed of the survey and were given the opportunity to withdraw their child from participating in the survey. No REACH parent completed the form to withdraw their child from participation.

**Parent Event Evaluation Data**

Parent event evaluation forms were distributed to parents at family/community events throughout the year. Staff used the feedback to help determine if parents felt the event was worthwhile, if they learned anything and if they would recommend the event to others. Over the course of the program year 77 event evaluations were completed. The percentage of parents who responded that they strongly agreed to the following statements show that parents valued the events: 1) I learned something new – strongly agreed 66%, 2) I will use what I learned - strongly agreed 48%, 3) This was a well-organized event - strongly agreed 85%, 4) I would recommend this event to others - strongly agreed 87%, and 5) I am glad I came to this event - strongly agreed 91%. The form also asked for suggestions and other comments from parents and used this information to help improve future events.
VI. Discussion

Progress in Meeting Goals and Objectives of Proposed Project

GOAL ONE: Provide academic, social, and emotional support to underperforming students from high poverty communities to assist them in meeting benchmark standards in reading and mathematics.

Progress Made: REACH made progress in their goal of training staff, and making curriculum available to meet high benchmark standards.

GOAL TWO: 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.

Progress Made: REACH made progress in meeting their goal of offering a safe afterschool program for youth in a high poverty area. REACH collaborated with their grant partners and community members to make this possible.

GOAL THREE: Provide high quality engaging parent opportunities that will assist them in supporting and encouraging learning and literacy at home.

Progress Made: In year four, REACH provided opportunities to increase parent involvement and assist them with supporting learning at home. In collaboration and planning with program partners, REACH is planning to provide even more parent engaging opportunities in the upcoming year.

Program Strengths

In year four, all three REACH sites have continued to provide a safe place after school where caring staff offer their youth meaningful enrichment activities and a healthy snack, as well as homework help for youth who are struggling academically. The REACH program has worked hard to expand the lives of youth in their communities through enrichment activities and fieldtrips that are not possible during the regular school day.

When asked about program strengths, staff report that having a large variety of educational games and other supplies allows the REACH program to offer new and fun activities each program session. Also having students that regularly attend the program has improved the overall behavior and willingness of the students to participate in program activities.

All of the REACH community partners have shown a commitment to be actively involved in the afterschool programs throughout year four by providing more accessible and interesting services and resources to youth and their families. The regularity of partner visits with practical life skills makes learning enjoyable for youth and brings them coming back for more. Youth look forward to summer grant partner visits and fieldtrips where they are exposed to the outdoors, local history and the landscape of the gorge. Staff continue to work to strengthen these relationships and network to attract additional community partners. During year four REACH entered into two new formal community partnerships as well as other informal partnerships with community organizations throughout the county. Staff indicate that strong community partnerships are a huge bonus to REACH.

Working with community partners REACH has been able to offer programs of interest to parents, families and community members. Realizing that families are a valuable asset to promoting youth success, staff worked hard throughout the year to engage parents and families
in REACH and in the school community. Involving parents, families, community partners and the community as a whole is a positive way to work towards program sustainability.

Staff have been able to participate both locally at staff and council meetings and also attend statewide workshops and trainings such as PQI offerings. Staff report great appreciation for the dedication of all REACH staff and indicate working collaboratively with other sites helps to expand and strengthen program offerings to their youth. Staff indicate being well supported by ESD 112 and OSPI personnel particularly in the area of professional development opportunities.

Due to the rural nature of these communities, many youth live a great distance from their school. REACH has been able to provide transportation home for all youth allowing for more youth to participate than would be possible if parents had to provide transportation on an individual basis for their own youth.

**Program Challenges**

Program staff report that the required number of family events and getting parents out for the scheduled event continues to be a challenge due to limited resources and remote locations. Although transportation options for some parent events are provided to and from the school district, the extreme poverty of the families in these districts often makes it difficult for them to use their gas for extracurricular activities. The REACH programs work with the local school districts to combine school district and REACH family events in order to maximize attendance at these activities/events as well as calling, texting and/or emailing families the night prior to the event in order to hopefully boost attendance.

It continues to be a challenge for youth in the upper grades (6-12) to attend REACH on a regular basis particularly for those sites whose youth participate in sports. Most small school sport teams need everyone to participate in order to field a team and in some cases schools have combined their student athletes in order to field a team. REACH staff have continued to work with youth and their coaches to help maintain youth attendance in REACH.

Other challenges program staff reported this year include space and location issues as there is the need to set-up/tear down each day as the program space is used during the school day and is not a dedicated REACH space. This will no longer be an issue in year five as the Lyle Secondary program moves to a dedicated classroom.

**Positive changes**

REACH has moved away from using the words *tutor* and *tutoring* in their publicity, correspondence with parents and school staff, etc. and moved to using the term *academic support*. This change was made to avoid the misunderstanding that one-to-one tutoring would be provided. With the current youth-to-staff ratio at REACH, one-to-one tutoring would be impossible to provide.

In year four, REACH staffing at the Lyle Secondary site remained constant throughout the program year. This was a first for that site that had experienced a great deal of staff turnover throughout the three previous program years. With a constant program staff and a change of school district leadership, the REACH program has been successful in switching the perspective of the vision and the culture of the program to move away from being seen only as a drop-in program for those students on the D and F list and instead is viewed as a safe, fun, challenging and enjoyable place for youth to be after school.
Staff report that the workload regarding forms and paperwork continues to improve each year and they appreciate the efforts that ESD staff have accomplished to make that happen. All forms are available on Google Drive making it easier to access the information and thereby reducing the time spent on required paperwork.

**VII. Recommendations**

Youth, staff and parents all indicated that the joint activities and joint fieldtrips were some of the highlight events of this program year. It is recommended that the individual REACH sites continue to work collaboratively with other sites to help expand and strengthen program offerings to their youth.

Wishram School exceed the goal of 75% or more enrollees attending 30 days or more. Dallesport Elementary and Lyle Secondary did not. It is recommended that staff continue to work on strategies to identify when a youth is approaching the 30-day mark so additional contact can be made with that youth to encourage them to continue to attend the program and become a *regular attendee*. Staff suggested fieldtrip attendance priority be given to those youth who had made the 30-day mark, thereby hopefully encouraging increased attendance on regular program days by those who want to go on the fieldtrips.

It is recommended that the effort to streamline paperwork continue into year five and that the program director and program secretary coordinator with and assist all sites to complete paperwork in order for more comprehensive data to be available at program’s end.

Funding for the REACH grant will end August of 2020. OSPI is not funding programs for the 2020-21 grant year. It is imperative that REACH staff maintain their strong relationships with the community partners as a way to continue the afterschool programs going forward. It is recommended that the community partners be made aware of loss of funding for the 2020-21 grant year cycle in order to elicit their help in sustaining the program.

In order to support program improvements, this REACH annual report, along with the annual performance report and the youth skills and beliefs survey results, will be shared with the program director, all site coordinators, site assistants, site advisory council members, administrative council members, as well as individual school superintendents/principals.