

Cover Page

Contracting Organization:

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

Project Name:

21st Century Community Learning Centers
REACH - **R**elationships, **E**nrichment, **A**cademics, **C**ommunity and **H**omework

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Year Three – Annual Report

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21st Century Community Learning Centers Program

Evaluator:

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This report covers program Year Three- June 12, 2017 through June 8, 2018

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- II. Project Description
- III. Data Collection/Methodology
- IV. Program Implementation Findings
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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 227 students K-12 and Wishram School District serves 67 students PK-12 based on the Office of Superintendent of Public Instruction (OSPI) May 2018 student count data.

Klickitat County covers 1,904 square miles with just fewer than 22,000 residents (2017). 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, students, 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 data from the OSPI Report Card for May 2018, in Lyle School District 63.6% of their students receive free or reduced-price meals while 82.1% of Wishram School District students receive free or reduced-price meals.

Project Vision/Mission

Designed to provide students with the help they need to improve their academic achievement in reading and/or math, REACH also provides students with enrichment activities, healthy snacks in addition to supervised homework help. The goal for each day's enrichment activity is to be challenging, creative, and fun. The program strives to provide positive interactions with both adults and peers outside of the regular school day in a safe, family-connected environment. 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. Free bus/van transportation home is provided for all REACH students who would ride the bus home from school.

REACH is 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 at-risk 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

Goals	Measureable Objectives	Measurement Tools	Activities	Timeframe
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.	<p>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.</p> <p>1.2) Eighty percent of targeted students who attend the program 30 days or more will increase their Executive Functioning skills by 40%</p> <p>1.3) Eighty percent of targeted students who attend the program 30 days or more will demonstrate improved social and emotional behavior.</p>	<p>1.1.1) Smarter Balanced Assessments, district benchmark assessments, and report card grades.</p> <p>1.2.1) Pre-post Executive Functioning assessment.</p> <p>1.3.1) Homework completion, classroom participation as reported by teachers, students’ pre-post survey.</p>	<p>a) Planning daily goals, reviewing prior day’s goals and preparing for the school day.</p> <p>b) Homework assistance.</p> <p>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.</p> <p>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.</p> <p>e) MindUp – Executive Functioning Skills and/or Olweus Bullying Prevention.</p>	<p>a) Before school throughout school year.</p> <p>b) Daily during school year.</p> <p>c) Daily or weekly throughout the school year.</p> <p>d) Four weeks during end of June and first of July</p> <p>e) Once a week throughout the year.</p>
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.	<p>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.</p> <p>2.2) Seventy-five percent of enrolled students at each site will attend 30 days or more.</p>	<p>2.1.1) Student Concept Maps</p> <p>2.2.1) Attendance records.</p>	<p>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.</p> <p>b) Summer School – weekly themes at each site based on student choice providing field trips, visiting experts, creative exploration with intentional links to reading and math skills and knowledge.</p>	<p>a) Three sessions during the school year.</p> <p>b) Four weeks during end of June and first of July</p>

<p>3.0 Provide high quality engaging parent opportunities that will assist them in supporting and encouraging learning and literacy at home.</p>	<p>3.1) Sixty percent of parents of the regularly participating students will attend 60% of the parent activities provided through the CCLC grant.</p> <p>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.</p>	<p>3.1) Sign-in sheets</p> <p>3.2) Pre-post parent surveys.</p>	<p>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.</p> <p>b) Opportunities for parents and children to work together on a STEM activity.</p> <p>c) Opportunities for parents to serve on Site Advisory Council.</p>	<p>a) Six times during the school year.</p> <p>b) Twice during the school year.</p> <p>c) Three times during the school year.</p>
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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 students at their school. At Wishram, REACH utilizes a school day classroom, the computer lab and the school library/resource room for their program. At Lyle MS/HS 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

Community partnerships play a vital component to the success of the REACH program. In addition to the Lyle and Wishram School Districts and ESD 112, the following organizations and businesses are actively involved in REACH as local community partners:

- 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

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, sites provide before school homework help and/or enrichment activities Monday through Friday for 45 to 60 minutes. Each site is scheduled to offer program 30 weeks during the school year and 4 weeks during their 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; to track progress on student learning plans and student attendance; to reflect on weekly plans and alignment to state standards and student needs; and to 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, student 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 attend 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
- 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

Enrichment Activities

REACH enrichment activities are designed to give students 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 students, 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 students' 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 periodically 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

Continuing in year three, Lyle and Wishram school districts participated in REACH with a total of three sites; Dallesport Elementary, Lyle Middle School/High School, 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 May 2018 data.

Table 2 – Feeder Schools

School District	Program Location	Feeder School	Grade Span	Total School Student Count (May 2018)
Lyle SD	Dallesport	Dallesport Elem	K-5	100
Lyle SD	Lyle	Lyle MS/HS	6-12	127
Wishram	Wishram	Wishram High & Elem School	PK-12	67
TOTALS				294

III. Data Collection/Methodology

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

- Achievement Data
- Attendance/Retention of Students 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
- Student Profiles
- Surveys of Students, Teachers and Program Staff
- Parent Event Evaluations
- Website

Achievement Data

The 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 student profiles and these were made available to the evaluator for review.

Attendance/Retention of Students

Youth sign in each day they attend REACH. Daily program attendance data was collected for all students 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 three, site coordinators compiled monitoring binders to provide evidence of compliance to the statutes that govern the 21st CCLC program. The monitoring binders are available to share with OSPI personnel, the REACH program director, regional program coordinator, program staff, the evaluator 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. Photos and program highlights are included in each edition. 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 it with those in their community with whom they have connections in order to promote the program to a wider audience.

Parental and Community Involvement

Knowing that parents are a valuable asset to promoting student success, REACH staff work 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 secretary at ESD 112. At program year end the data was made available 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 for each program. 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 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 meal 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 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.

Staff Handbook

Each year ESD 112 updates the REACH staff handbook. This valuable resource guide gives program staff information on procedures, expectations, recruiting students and volunteers, emergency procedures, fieldtrip information, records keeping, etc. The handbook includes all forms needed such as student 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 staff meeting held prior to the beginning of the fall 2017 program session.

Student Profiles

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 throughout the year. In the spring, year-end achievement test data is recorded on the student's profile as a way to track academic progress for the year. The site coordinators collected the student profiles and these were made available to the evaluator for review.

Student Surveys

At various time throughout the program year, youth were asked to complete a Daily Reflection Form at the end of the program day. The survey asked the following four questions: 1) What was your favorite activity today? (the form listed that day's activity choices) 2) Why was this your favorite project? 3) What other project would you like to do? 4) What did you learn today? Site staff and the program director reviewed completed forms for use in planning future programming.

All students who attended REACH were asked to complete a short survey at the end of the program year. The survey was designed to assess the student's attitudes regarding their school, their community, and the REACH program in particular. Questions about REACH dealt with the quality of the program and program staff as well as what REACH activities students believed benefited them the most.

Close to the end of the program year, students 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.

Teacher Survey

A teacher survey was distributed in the spring of the program year to a mathematics or English/language arts teacher for students who had participated in REACH. The teacher survey assesses REACH student improvement over the academic year in ten different academic and social areas. Teachers completing the survey were asked to respond to prompts beginning, "To what extent has your student changed their behavior in terms of ..." for a variety of areas measuring student achievement and attitude. The survey was based on a seven-point scale that

ranged from “Significant Improvement” to “Significant Decline.” Teachers were also given the opportunity to indicate, “Did Not Need to Improve” if that was applicable to the student.

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 from staff will be used to report on staff’s view of program year three and for year four program improvement.

Parent Event Evaluations

During each of the family/community events this year, 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 students are allowed to attend as space is available. At the Dallesport site the primary focus is on students in grades 3-5, though students in the lower grades are eligible to attend as space allows. The following table shows the total student count at each of the feeder schools (based on OSPI May 2018 Report Card) and the total number of students enrolled in REACH. Fifty-one percent (51%) of the overall student population at the three sites are enrolled in the REACH program.

Table 3 – REACH Recruitment/Attendance

	Dallesport Elementary (K-5)	Lyle MS/HS (6-12)	Wishram School (PK-12)	All Sites
Total student count at feeder school based on OSPI Report Card May 2018	100	127	67	294
Total # of students enrolled in REACH (N) and % of total student count	N = 32 (32%)	N = 61 (48%)	N = 56 (84%)	N = 149 (51%)

When a student joins REACH, a student profile is completed for the individual student as a way for the REACH site coordinator and the student’s regular day classroom teacher to assess the student’s current academic needs. Student profile information includes assessment data in both reading and math and the academic areas of focus or goals for that individual student.

Student profile data show that REACH staff recruited students who teachers identified as being academically at risk. The table below shows data from the 79 REACH student profiles completed in year three indicate all 79 students needed to focus academically in the area of math and reading. In addition, academic areas of focus were identified for each student as part of their individual student profile. Twenty-five youth (25%) were listed as needing to focus on the area of student behavior, 36 youth (46%) were listed as needing to focus on classroom participation and 52 youth (66%) were listed as needing to focus in the area of homework completion.

Table 4 – Academic Areas of Focus from Student Profiles

Program Site	# of Student Profiles Completed	Academic Areas of Focus				
		Reading	Math	Student Behavior	Classroom Participation	Homework Completion
Dallesport Elementary	23 (72%)	23	23	11	1	0
Lyle MS/HS	22 (36%)	22	22	1	1	22
Wishram	34 (61%)	34	34	8	34	30
Totals	79 (53%)	79 (100%)	79 (100%)	20 (25%)	36 (46%)	52 (66%)

Total Program Days

The REACH program is designed for each site to provide programing 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 three each of the three programs operated a four week summer session. During the school year (fall/winter and spring sessions) Lyle MS/HS operated for 30 weeks, Dallesport for 34 weeks, and Wishram for 35 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 through Thursday 7:15 a.m. to 8:00 a.m. and Fridays 7:00 a.m. to 8:00 a.m. for an overall total of 12 hours per week; Lyle MS/HS offered homework help Monday, Tuesday, Wednesday and Friday 7:00 a.m. to 8:00 a.m. for an overall total of 12 hours per week; and Wishram School offered both enrichment activities and homework help Monday through Friday 7:00 a.m. to 8:00 a.m. for an overall total of 13 hours per week.

Table 5 shows the number of days each program was open during year three (June 12, 2017 through June 8, 2018).

Table 5 – Year Three Days by Month

Program	June 2017	July 2017	Sep 2017	Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	Mar 2018	Apr 2018	May 2018	June 2018	Total
Dallesport	8	7	15	22	15	16	17	17	21	15	21	5	179
Lyle	8	7	12	17	13	14	17	18	20	16	9	0	151
Wishram	6	6	15	22	17	16	17	19	21	16	22	5	182

Staffing

REACH funding provides for a site coordinator and a site assistant at each of the program sites. Throughout this program year, two certificated teachers shared the position of site coordinator at Wishram and a para-professional was the site assistant. All three staff remained with the program throughout the program year. Wishram also had a certificated teacher who substituted as site coordinator on rare occasions when both coordinators were absent due to trainings, etc.

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 site assistant was hired in early fall and remained with REACH throughout the year. The program also had a substitute site coordinator and a substitute site assistant to help in the program throughout the year as needed.

Lyle MS/HS REACH struggled with staff turnover again this program year. During the course of the year the program was always staffed with a site coordinator and a site assistant with a substitute site coordinator and two substitute site assistants filling in as needed. The site coordinator who started the school year with REACH resigned in the winter and the site assistant became the new coordinator. In May, the new site coordinator resigned and the substitute coordinator became the site coordinator starting with the summer 2018 session.

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 the students and parents, and the instructional framework and materials utilized in the school. All of 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 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 newsletter 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.

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 three: Facilitating Adult Learning: Skills & Strategies Training with Laura Lipton, Google Training, Summer Institute, YPQA Basics, PQA Basics Online, Equity Workshop, Youth Work Methods: Cooperative Learning with Pat Evenson-Brady, Becoming an Anti-Racist Educator, Regional Professional Development Symposium #2, Washington Education Advisory Group Meeting, Quality Coaching, 21st CCLC Director and Evaluator Meetings.

In addition, 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 21st Century Readiness, Advanced Planning with Data, AIR State Evaluation and Data Collection Update, WA State APR

Technical Assistance, AIR State Evaluation Update & Spring Data Collection Process.

Newsletters with a variety of resources and webinars were distributed to staff throughout the year from several organizations including: 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 three to sponsor the work of REACH. 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.

School District Specific Site Advisory Councils

Each of the school districts have REACH advisory councils that met three times during year three 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, site assistants, the program director and the regional program coordinator. 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.

Monthly Program Wide Meetings

Monthly program wide meetings include the program director, the regional program coordinator, site coordinators, site assistants and occasionally the program evaluator. Meetings included discussion of program issues, training needs, grant compliance, record keeping, evaluation, and student successes. The program director also arranges 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 three 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 the students' 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.

The fall 2017 session began with a REACH Fall Extravaganza Kickoff held at Horsethief State Park where youth, parents and families from all three sites were invited to participate with Cascadia Adventure Education School in a fun day of food and activities for everyone. 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 and fieldtrips that were offered to REACH youth and their families throughout program year three.

Activities

- Engineering is Elementary
- A study of time
- Optical illusions
- History of corn and made corn muffins
- Study of different cultures. Mexico unit learned Spanish vocabulary, played Spanish games, learned about Mexican holidays, and handcrafted a piñata.
- Rockets
- Multicultural cooking
- Water safety
- Ocean habitat
- Flags from around the world
- Dinosaurs, fossils and oceans
- Scientific methods and procedures

Guest Presenters

- Louie Foxx (FVRL), hilarious magician/inventor/juggler/comedian
- Pottery with Pam Springer (AIEG), learned different pottery styles and created clay birdhouses.
- Farm to Table cooking with Debi Budnick (Skyline Hospital), a continuation of the Farm to Food fieldtrip, students learned about nutrition and made berry ice-pops, spinach smoothies, kale chips and garlic pesto.
- Alton Chung (FVRL), storyteller with stories from under the sea, Japan, Vietnam, Kenya and more
- Eric Ode (FRVL), storyteller
- Dale Connell (Riverview Bank), dictionary give away
- Stephanie DelGado (AIEG), Mandala rock painting
- Megan Winn (Klickitat County Health Department), mindfulness jars, self awareness, social awareness, self management, social and emotional learning, respecting personal boundaries, and Looking through the Lens: Implicit Bias
- Chris Leebrick (FVRL), master storyteller
- Debi Budnick (Skyline Hospital), baking skills, tortilla making, cookie making competition, cooking heart healthy snacks, etc.
- Michelle Bartz (school day teacher), art activity using cardboard rolls to make glittery snowflakes and stars

- Kazuyo Ito (FVRL), traditional Japanese ‘en Taiko’ drumming
- Renee Westbrook (Columbia Arts Center), completed a community garden and mosaic art project
- Roving Horse Henna (FVRL)
- Pamela Larson (AIEG), paper crafting
- Harriet Baskas (Washington Arts and Humanities/Fort Vancouver Regional Library) Ancient Fruitcake show dealing with preservation of ancient food and the importance and traditional use of foods throughout history in different cultures.
- Vickei Hrdina (ESD 112), experiments involving magnets and levitation, designed a complete mag-lev transportation system
- Chloe Hights (AIEG), created digital stories
- Rita Pinchot (KLASAC), Empathy Activities
- The Mad Scientist (FVRL)
- Cheri Anderson (Fish & Wildlife Department), fish print t-shirts, water cycle bracelets, painted a giant wooden fish that will be on display at the Spring Creek Fish Hatcher this fall.
- Washington Reading Corp (WRC) Ameri Corps, Dr. Suess Read Across America
- Gideon Freudman (FVRL), CelloBop Concert

Fieldtrips

- Hood River Airport with Cascadia Adventure Education School, toured the airport, learned how planes fly and got to fly a drone.
- Riverview Bank, learned about different aspects of banking and toured the bank
- OMSI, with lots of hands on science
- Goldendale Swimming Pool
- Farm to Food with Debi Budnick (Skyline Hospital), toured a local farm and garden. Brought back fresh fruit and vegetables to use in a cooking lesson the following day.
- Waterfront Park in Hood River with Cascadia Adventure Education School, Oregon Kayak paddling, paddle boarding, and kite boarding demonstration
- Spearfish Lake with Mr. Bister (school day teacher), learned knot-tying and trout fishing. Caught lots of fish.
- Wishram Volunteer Fire Department
- Wind Challenge at the Columbia Gorge Community College
- The Dallesport Airport
- Trout Lake Washington with Cascadia Adventure Education School
- The Dalles Theatre Company, *Through the Looking Glass*
- Rafting and camping trip down the Klickitat River with Cascadia Adventure Education School
- Oregon Coast Aquarium, *Sleep with the Sharks*

Parent/Family Events

- Science Slime Night
- Family Support Night
- Veteran’s Day Concert
- Christmas Cookie Decorating
- Storytelling and Musical Performance with Okaidja Afroso (FVRL)
- Dollars and Sense for Families with Dale Connell (Riverview Bank)
- Family Dinner and Nutrition Night with Debi Budnick (Skyline Hospital)
- Taco Tuesday

- Social Media and Cyber Security with Megan Winn (Klickitat County Health Dept.)
- FASFA Night
- Halloween Carnival
- Cultural Exchange with a feast, storytelling, Native American Dancers, REACH students provided the artwork for this all school event.
- Book Fair/Reading Carnival

Community Partnerships

Throughout year three, REACH partners have been committed to an active involvement and support for the afterschool programs. Strong partnerships have allowed REACH to provide more accessible and interesting services and resources to youth and their families. Staff will continue to focus on establishing additional new partnerships in year four of the grant. The following organizations partnered with REACH during year three.

- 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

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 students. REACH staff can choose from over 20 artists to provide their students 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 students expand their environmental awareness and deepen their relationship with the natural world.

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 *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 student educational programs on an in-kind basis to the REACH program. At the end of year two due to time constraints on the part of their coordinator, KLASAC (Klickitat-Lyle Against Substance Abuse Coalition) indicated they would be unable to provide direct student services to the districts during year three. However, KLASAC was able to remain an active partner with REACH during year three.

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. In addition, the bank hosts fieldtrips to the bank branches for REACH youth.

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.

Program Quality Intervention

All three REACH sites participated in the Weikart Center's Program Quality Intervention (PQI) again this year. 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 three, through the PQI Program Improvement Plan, the three REACH sites developed the following goals:

Dallesport Elementary: 1) By July 13, 2018 youth will have a physically and emotionally safe environment. They will be offered a variety of engaging activities and choices in math, reading, science, and enrichment activities. 2) Collaborative success will be the strengthening of our REACH program in conjunction with our local community including tribal partnerships. This will provide a rich multi-cultural community. 3) Students will use pro-social 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.

Lyle MS/HS: 1) By July 13, 2018 REACH success looks like youth engaged in activities working towards meeting their individual academic and social/emotional goals in a safe and welcoming environment. Youth also will be involved in choosing their activities and taking ownership of their program. 2) Success looks like youth actively participating and taking ownership of their REACH program. The students are welcomed and feel safe in their environment. 3) Providing youth with high quality active enrichment opportunities collaborating with our community members.

Wishram: 1) by July 13, 2018 10th – 12th grade students' attendance will increase by getting student input on activities being provided during our morning enrichment time. 2) By July 13, 2018 REACH participant success looks like youth engaged and working towards their individual academic goals. Program activities will be based on youth need and choice, derived from daily youth reflection forms and weekly group meetings. 3) By July 13, 2018 Wishram REACH program will increase its parent participation from 86 people to 100 people.

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 student attended 30 days they were considered a *regular attendee*. During the 2017-18 program year (June 12, 2017 through June 8, 2018) there were a total of 149 students *enrolled* in the program at all three sites. The overall percentage of *enrollees* who became *regular attendees* (attended 30 days or more) was 44%. Twenty-three percent (23%) of REACH enrolled students at Lyle MS/HS attended 30 days or more while Dallesport and Wishram programs each had 59% of enrollees attend 30 days or more during the program year.

The following tables show total enrollment by grade level for each of the three sites (Table 6) and detailed student attendance information for each site and for the program as a whole (Table 7). Table 7 shows that program wide there were 29 youth (19%) who participated 90 days or more; 11 youth (7%) who participated 60 to 89 days; 26 youth (17%) who participated 30 to 59 days; 10 youth (7%) who participated 25 to 29 days; 49 youth (33%) who participated 5 to 24 days; and 24 youth (16%) who participated four days or less.

Table 6 – REACH Enrollment by Grade Level

Program	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Dallesport				14	12	6								32
Lyle MS/HS							20	12	9	6	8	3	3	61
Wishram	6	7	1	7	4	3	5	4	8	2	5	2	2	56
Total	6	7	1	21	16	9	25	16	17	8	13	5	5	149

Table 7 – REACH Attendance

	Dallesport Elementary	Lyle MS/HS	Wishram K-12	All Sites
Total number of youth enrolled in program	32	61	56	149
Total number of youth 30 days or more – regular attendees	19	14	33	66
Percentage of youth 30 days or more – regular attendees	59%	23%	59%	44%
Detail				
Number who attended 1 to 4 day(s)	1	14	9	24 (16%)
Number who attended 5 to 24 days	8	30	11	49 (33%)
Number who attended 25 to 29 days	4	3	3	10 (7%)
Number who attended 30 to 59 days	8	9	9	26 (17%)
Number who attended 60 to 89 days	4	3	4	11 (7%)
Number who attended 90 days or more	7	2	20	29 (19%)

Student 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 students who may

need support or follow up diagnostics and to measure student growth. Data shown here compares fall 2017 iReady assessment scores to spring 2018 scores.

At Dallesport Elementary, assessment data was available for both fall 2017 and spring 2018 for 18 of the 19 REACH regular attendees (95%). Of those 18 students, 15 (83%) showed an increase in their scores and an additional one (6%) remained the same. Math assessment data was available for both fall 2017 and spring 2018 for 18 of the 19 REACH regular attendees (95%), with 13 (72%) students showing an increase in their scores and an additional two (11%) remaining unchanged.

Reading Assessment

- 15 students' scores (83%) improved
- 1 student's score (6%) was unchanged
- 2 students' scores (11%) declined

Math Assessment

- 13 students' scores (72%) improved
- 2 students' score (11%) was unchanged
- 3 students' score (17%) declined

At Lyle Middle/High School, fall 2017 and spring 2018 reading assessment data was available for 11 of the 14 youth (79%) who participated in REACH 30 days or more. In the area of math, assessment data was available for nine of the 14 youth (64%) who participated 30 days or more. In the area of reading two (18%) showed an increase in their test scores and an additional one (9%) remained the same. In the area of math, seven (78%) students improved their assessment score.

Reading Assessment

- 2 students' scores (18%) improved
- 1 student's score (9%) was unchanged
- 8 students' scores (73%) declined

Math Assessment

- 7 students' scores (78%) improved
- 0 students' scores (0%) were unchanged
- 2 students' scores (22%) declined

At Wishram School, reading iReady test data was available for both fall 2017 and spring 2018 for 30 of the 33 REACH regular attendees (91%). Of those 30 students, 23 (77%) showed an increase in their scores. iReady test math data was available for both fall 2017 and spring 2018 for 29 (88%) REACH regular attendees, with 26 (90%) students showing an increase in their scores.

Reading Assessment

- 23 students' scores (77%) improved
- 0 students' scores (0%) were unchanged
- 7 students' scores (23%) declined

Math Assessment

- 26 students' scores (90%) improved
- 0 students' scores (0%) were unchanged
- 3 students' scores (10%) declined

Table 8 – Reading Assessment Data for Regular Attendees

	Change in assessment scores from Fall 2017 to Spring 2018			
	Improved	Unchanged	Declined	Total
Dallesport	15	1	2	18
Lyle	2	1	8	11
Wishram	23	0	7	30
Total	40 (68%)	2 (3%)	17 (29%)	59

Table 9 – Math Assessment Data for Regular Attendees

	Change in assessment scores from Fall 2017 to Spring 2018			
	Improved	Unchanged	Declined	Total
Dallesport	13	2	3	18
Lyle	7	0	2	9
Wishram	26	0	3	29
Total	46 (82%)	2 (4%)	8 (14%)	56

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 events in order to keep a more accurate record of 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 136 adults in attendance at these activities.

Table 10 – Parent/Community Activities & Attendance Data

Program	Number of Activities Offered by Individual Site	Total Number of Adults in Attendance for all Activities
Dallesport Elementary	6	41
Lyle MS/HS	8	25
Wishram School	6	61
Fall Kick-Off (all sites)	1	9
Total	21	136

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 11). Note: The following data does not include any Program Partners who participated in program days throughout the year.

Table 11 – Volunteer Data

	Parents	Community Members	Regular School Day Teachers	Students	Total
Dallesport	4	8	2	2	16
Lyle	3	1	4	0	8
Wishram	0	2	3	0	5
Total	7	11	9	2	29

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

Student Survey Data

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 35 completed surveys. Ninety-one percent (91%) of students surveyed who answered the question indicated that overall they believed that the REACH Program had helped them.

When asked to respond yes or no to questions regarding the REACH program:

- 97% indicated that they feel safe after school
- 94% feel that the after-school staff cares about them
- 80% indicated that they are doing better in school since they started coming to REACH

On four of the survey questions students were asked to rate their responses to statements on a scale from 1 = Strongly Disagree to 5 = Strongly Agree:

- 91% agreed or strongly agreed that they participate in activities they enjoy during the after-school program.
- 83% agreed or strongly agreed that they feel that they have helpful adults they can talk to (other than their parents) after school
- 68% agreed or strongly agreed that students help decide what goes on in the after-school program
- 62% agreed or strongly agreed that they feel like they matter to people in their community

The survey asked students to indicate the activities that the after-school program had given them and then to rate which activity had been most helpful to them. The activity students indicated was most helpful was *a safe place to go after school*, followed by *fieldtrips to the community*, *a chance to do craft and art activities*, *healthy snacks*, and *homework help*.

The survey also asked students about the most valuable thing they had gained in the after-school program this year. Many students indicated that making new friends and learning how to treat other people was what they found to be the most valuable part of REACH. Other students indicated that learning to cook and a safe place to go after school was the most valuable part of the REACH program. Other responses included:

- homework help
- learning to do more stuff like math and art, science
- being a helper
- I learned to have patience when dealing with younger students. It helped me socialize because I don't usually get much
- the activities outside of school which helped me learn how to do things out in the real world
- how to bond with younger kids and how to engage with them
- I got a chance to help younger children and improve upon my ability to assist and teach youngsters. It has given me the virtue of patience.

The survey gave students an opportunity to list their ideas of things they thought could improve the after-school program. More fieldtrips, cooking, and sports/outside activities were mentioned most often as suggestions for improving the REACH.

Youth Skills and Beliefs Survey

In spring 2018, 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 parents completed the form to withdraw their child from participation.

Teacher Survey Data

A teacher survey is distributed in the spring of each program year to a mathematics or English/language arts teacher for each student who had participated in REACH 30 days or more. A total of 59 surveys were completed and returned for processing. The teacher survey is designed to assess student improvement over the academic year in ten different academic and social areas.

Teacher responses show that a majority of REACH students who needed to improve showed improvement in the following areas: overall academic performance (95%), participating in class (92%), being attentive in class (80%), coming to school motivated to learn (79%), completing homework to the teacher's satisfaction (78%), behaving well in class (75%), getting along well with other students (70%) and turning in their homework on time (67%).

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 any suggestions the parents had for improving the event in the future. Over the course of the program year 61 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 (80%), 2) I will use what I learned (66%), 3) This was a well-organized event (82%), 4) I would recommend this event to others (89%) and 5) I am glad I came to this event (89%).

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: Lyle School District went out of improvement status this year. 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 students 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 three, REACH provided opportunities to increase parent involvement and assist them with supporting learning at home. In collaboration with program partners, REACH is planning to provide more parent engaging opportunities in the upcoming year.

Program Strengths

In year three, all three REACH sites have continued to provide a safe place afterschool 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 students in their communities through enrichment activities and fieldtrips that are not possible during the regular school day.

Staff indicate that strong community partnerships are a huge bonus to REACH. All of the REACH community partners have shown a commitment to be actively involved in the afterschool programs throughout year three 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 students. Students 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.

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

Staff indicate being well supported by ESD 112 and OSPI personnel particularly in the area of professional development opportunities. 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.

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 students allowing for more students to participate than would be possible if parents had to provide transportation on an individual basis for their own student.

Program Challenges

Staff turnover during the 2017-18 school year was again a challenge in year three. REACH employee trainings to support new staff made these transitions easier, however, some of the new hires were not able to attend grant required trainings. Transitioning staff made it difficult to focus on program goals, such as recruitment and attendance.

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.

Sustained attendance of students in the upper grades (6-12) has been a challenge particularly for those sites whose students participate in sports. Most small schools sports teams need everyone to participate in order to field a team and in some cases school have combined the student athletes in order to field a team. REACH staff have continued to work with students and their coaches to help maintain student attendance in REACH. However, it continues to be a challenge each year.

Other challenges program staff reported this year include space and location challenges as there is the need to set-up / tear down each day and working with a smaller supply and fieldtrip budget.

Year Three Changes

In year three, REACH 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 student to staff ratio at REACH one-to-one tutoring would be impossible to provide.

Staff report that the workload regarding forms and paperwork was much better in year three than it was in year two. All forms were made available on Google Drive as fillable forms or surveys making it easier to access the information and thereby reducing the time spent on required paperwork.

After the initial completion of the REACH Student Profiles, updates were made three times during the program year instead once a month as was done in year two. This also helped reduce the time spent on paperwork while still capturing the progress students were making throughout the year.

VII. Recommendations

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. Students, staff and parents all indicated that the joint fieldtrips and activities were some of the highlight events of this program year.

REACH, particularly at Lyle MS/HS, would benefit from being seen by parents, students, and school staff as an enrichment program and not simply as homework help for those who are below academic standards. It is recommended that staff work with school administrators to continue to move away from viewing REACH as a drop-in homework help program.

Staff report that the continued streamlining of paperwork over the three years of the grant has been greatly appreciated. It is recommended that this effort continue into year four and that the program director and regional program coordinator work with all sites to complete paperwork in order for more comprehensive data to be available at year's end.

The goal of 75% of enrollees becoming regular attendees was not met. Wishram School and Dallesport Elementary had 59%, while Lyle MS/HS had 23% of enrollees who attended 30 days or more. It is recommended that staff continue to work on strategies to identify when a student is approaching the 30-day mark so additional contact can be made with that student to encourage them to continue to attend the program and become a *regular attendee*.

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, regional program coordinator, all site coordinators, site assistants, site advisory council members, administrative council members, as well as individual school superintendents/principals.