

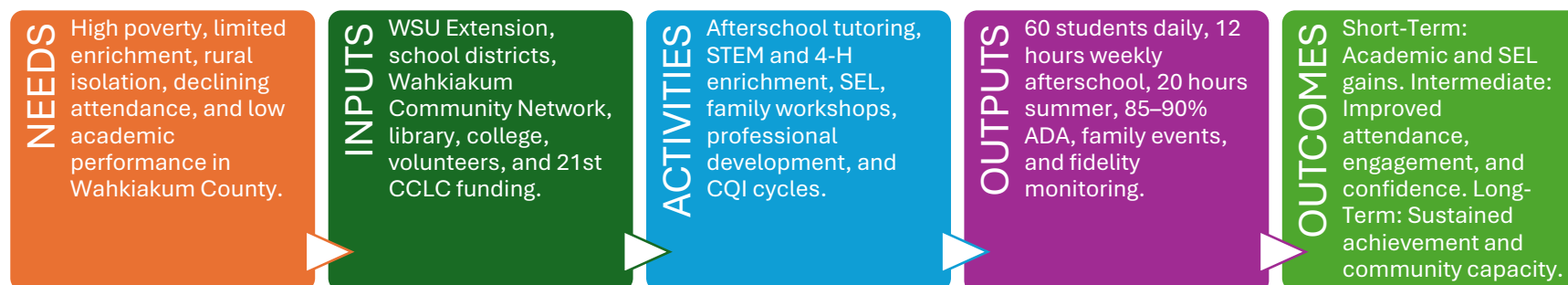
WSU Wahkiakum County REACH 21st CCLC – Theory of Action

If Washington State University Extension, Wahkiakum and Naselle-Grays River Valley School Districts, and community partners coordinate extended learning opportunities that combine academic tutoring, social-emotional learning, family engagement, and culturally responsive STEM enrichment,

Then students in rural Wahkiakum County will experience consistent access to safe, engaging, and high-quality afterschool and summer programs that align with regular school-day instruction and family supports.

As a result, students will strengthen foundational skills in reading and mathematics, improve social-emotional competencies, and increase regular attendance. At the same time, families gain the confidence and resources to reinforce learning at home.

Over time, these combined conditions will produce measurable academic growth, enhanced student engagement, and sustainable community-school partnerships that expand educational opportunity and long-term rural vitality.



Key Assumptions Embedded in the Theory of Action

1. **Access matters.** Reliable local programming eliminates the barriers to participation that have historically kept rural students out.
2. **Consistency builds outcomes.** A minimum of 12 hours per week of academic and enrichment support is necessary to affect student achievement and attendance patterns.
3. **Relationships drive engagement.** Strong youth–adult and family–school relationships improve attendance, behavior, and persistence.
4. **Relevance increases motivation.** Linking learning to STEM, local ecology, and community culture enhances student interest and self-efficacy.
5. **Continuous quality improvement sustains results.** Use of SEL-PQA, family surveys, and YPQA reviews ensures data-informed adaptation each year.

WSU Wahkiakum County REACH 21st CCLC – Logic Model

Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
• High poverty and limited access to enrichment (56–68% low-income) • Rural isolation and lack of afterschool or summer programs • Low math proficiency (50–85% of students below standards) • Declining attendance and engagement (down 40% in Naselle since 2020) • Limited adult educational attainment (22% bachelor's or higher) • Minimal family learning opportunities	Goal 1: Improve student academic performance in math and reading Goal 2: Strengthen social-emotional skills and student engagement Goal 3: Increase family participation and capacity to support learning Goal 4: Maintain high-quality program implementation and continuous improvement	• Washington State University Extension (lead entity, 4-H and STEM expertise) • Wahkiakum and Naselle-Grays River Valley School Districts (facilities, certified staff, data sharing) • Wahkiakum Community Network (mentoring, family outreach) • Cathlamet Public Library (literacy support) • Lower Columbia College (adult education) • Career Connect Washington (career exposure) • 21st CCLC funding, volunteers, and local in-kind contributions	• 12 hrs/week afterschool academic enrichment • 20 hrs/week summer programming • Targeted math and reading tutoring using i-Ready and project-based learning • STEM and 4-H experiential learning (robotics, agri-tech, marine biology) • SEL and mindfulness sessions aligned with CASEL and Choose Love curricula • Family workshops (literacy, digital skills, financial literacy) • Continuous Quality Improvement using SEL-PQA • Regular staff professional development and evaluation	• Two operational centers serving 60 students daily (Grades K-8) • Minimum ADA of 85% in Year 1 and 90% in Years 2–5 • 33-week school-year program and 4-week summer program delivered • Monthly family events and quarterly community updates • 100% of sites complete annual YPQA and self-assessment cycles • Comprehensive data collection through 21APR and SEL-PQA logs	Short-term: • 80% of students improve math and reading proficiency • 70% show growth in SEL competencies • 60% of families attend two or more events Intermediate: • Increased daily attendance and engagement • Strengthened family-school communication • Enhanced teacher collaboration on interventions Long-term: • Reduced chronic absenteeism • Improved academic achievement and high school readiness • Sustainable community-school partnerships for expanded learning