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Evaluation Report School Year 2015-2016



**NORTHWEST
COMMUNITY ACTION**
Center

**21st Century Community Learning Centers
OSPI – Cohort 12**



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RGI Corporation



21st CCLC Evaluation Report 2015 - 2016

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Northwest Community Action Center Cohort 12 21st Century Community Learning Center Program Evaluation Report for 2015-2016 School Year

Executive Summary

I. Introduction

The Northwest Community Action Center (NCAC), a division of the Yakima Valley Farm Workers Clinic, has completed its first year of this 21st Century Community Learning Centers (21st CCLC) grant program. This program is a partnership with the Toppenish and Grandview school districts. The 21st CCLC Program offers after-school and summer programs and parent educational opportunities at the different centers. The program proposed to serve a total of 64 students and 40 parents at the two sites. This five-year 21st CCLC grant program is funded by the Office of Superintendent of Public Instruction (OSPI). The project is being evaluated by RGI Corporation, an independent local educational evaluation corporation.

This Evaluation Report includes this executive summary followed by an individual site report for each center operating an after-school program. This executive summary presents aggregate data across the two sites. The individual school building reports include a brief narrative about each program, number of students served, demographics, achievement data and program recommendations.

RGI Corporation serves as the independent evaluator for this 21st CCLC Program. RGI was involved from the beginning of this program by assisting the partners in developing the program goals and objectives. In the project development phase, RGI ensured that the objectives were measurable and aligned with all the state performance measures and indicators.

RGI Corporation has been evaluating 21st CCLC grants since 2000 when the grants were administered directly by the U.S. Department of Education. RGI has continued to evaluate multiple OSPI administered 21st CCLC grants. RGI specializes in evaluating educational programs that serve minority populations. RGI evaluates other U.S. Department of Education grants in Washington.

II. Background/ Context

A. Community Description

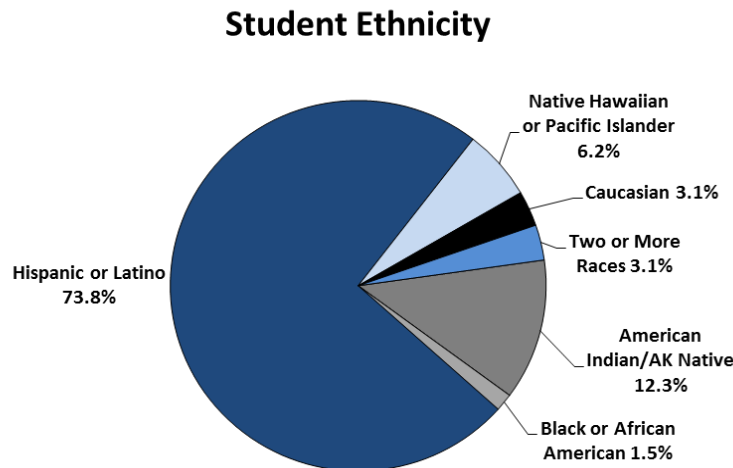
Both of the rural and economically distressed communities that the 21st CCLC Program serves are located in the Yakima Valley, with one of the communities located on the Yakama Indian Reservation. The Yakima Valley is heralded as Washington State's leading producer of agricultural crops. The agricultural industry accounted for 27.7% of the total covered employment countywide in 2015, according to the Employment Security Department's profile on Yakima County. Primarily supporting this industry is a mixture of farm working immigrant, migrant and settled Hispanics. Parents in these communities have low educational achievement levels, with only 15.9% of adults from 2010-2014 possessing a bachelor's degree or higher. Over half of the target youth are below proficiency and are not meeting state academic standards in math and reading. Students also test below proficiency in science. The adjusted

four-year cohort high school graduation rate for the Toppenish School District was 64.0% for the 2015 class and 65.9% for the Grandview School District. Due to the seasonal and erratic nature of agriculture, high unemployment rates typify these communities. In turn, many of the families in these communities, particularly Hispanics, live in poverty. The Yakima Valley is home to the largest and poorest of Washington's 26 Indian Reservations.

The 21st CCLC Program operates two centers. The after-school centers will serve a large Hispanic migrant farmworker, immigrant, and Yakama Indian population. The program is targeting a Hispanic migrant farm worker and Native American student population in low-income communities with low educational attainment levels for students and their parents.

B. School Demographics

The target schools serve a high number of minority students, with a combined average of 93.3%, according to the OSPI 2015-2016 Washington State Report Card. Additionally, 16.3% of the target student body were English Language Learners. These high schools also had a large percentage of migrant students, averaging 19.5% between the two buildings. The demographics for the students served in the 21st CCLC Programs this year are illustrated in the chart below:



C. Feeder Schools

The two school buildings served their own students who attended during the school day.

D. Poverty

According to U.S. Census, economic data, and school data, rural poverty is pervasive in the target communities. Our target school districts of Toppenish and Grandview have a combined average rate of 65.2% Free and Reduced-Price Meal eligible students. The target high school buildings, Eagle and Compass, have a 75.9% combined average of the student body eligible for Free and Reduced-Price Meal. Poverty levels are also impacted by seasonal jobs contributing to high unemployment rates, currently at 6.7% in Yakima County compared to 5.6% at the state level. The 2010 to 2014 U.S. Census Bureau reports 20.5% of the population lived in poverty. Consequently, our target school districts have the highest percent of the poorest students in the state, as was included in the grant application.

E. Project Vision & Goals

The Mid Valley Providers Consortium's (MVPC) lead organization is the Northwest Community Action Center (NCAC). NCAC is a community-based nonprofit organization providing school-based services for at-risk students and families. They are also a founding partner, the convener and the facilitator for the MVPC.

The MVPC developed the following mission statement for the 21st CCLC:

21st Century Mission Statement

The MVPC will assist below proficiency students in reaching higher levels of academic proficiency in Reading, Mathematics, and Science while increasing pro-social behavior and family literacy levels.

The MVPC developed the following goals to realize their mission of meeting the academic needs of students and parents in the communities.

Goal 1: Increase reading, math and science proficiency among our target youth.

Goal 2: Increase target student pro-social behavior and life skills development.

Goal 3: Increase literacy/education levels of families of our target youth.

F. Logic Model

As suggested by OSPI, the MVPC partners developed a Logic Model for the 21st CCLC after-school program during the planning of the grant development. The Logic Model assisted the partners in developing a clear vision, program strategies, desired results, indicators and evaluation measures. Furthermore, the Logic Model provides an overview of the program for new staff to quickly learn about the intent of the project. It also provided a framework for the evaluators to assess the project's progress. The 21st CCLC model is presented on the following page.

Situation: A large number of target students score below proficiency in the areas of Math and Reading in local and State exams Project Time Frame: October 1, 2015-August 31, 2020					
Inputs	Activities	Outputs	Outcome Levels		
			Annual	Intermediate	Long-Term
NCAC 21 st CCLC Program Directors Site Supervisors' Leadership Teachers' Knowledge and Time MVPC Resources Teamwork of Management Committee School Building & District Resources Key Partner Resources and Professional Development	<p>(1) Provision of student activities such as: Graphic Design, arts and music, PLTW, Outdoor Adventures, Teen Battle Chef, Junior Achievement, homework/tutoring and WE DAY.</p> <p>(2) Provision of parent activities such as: STEM/Math/Literacy Nights, Family Fun Nights, ESL, GED, CONVEYyT, computer classes, Los Niños Bien Educados, Strong Families/Familias Fuertes, Incredible Years, and Finding Your Voice.</p> <p>(3) Plan for program sustainability</p>	<p>64 target students will participate in 21st CCLC activities at: Eagle High School and Compass High School after-school and during summer.</p> <p>40 parents will participate in 21st CCLC activities at one of two 21st CCLCs during the school year</p>	<ul style="list-style-type: none"> ● 75% of regular attendees who are “below proficient” will move to “proficient” in reading, math, and science ● 80% of regular attendees will improve in reading, math, and science ● 75% of regular attendees will improve student behavior ● 75% of regular attendees will increase 21st Century soft skills ● 50% of regular attendees parents will attend 4 family classes/events per program year ● 75% of families that participate in literacy based sessions will improve literacy levels 	Credit Retrieval Reduced dropout rates Reduced absences Reduced academic failure Reduced behavioral issues Improved educational engagement by parents	Target students will be better prepared to graduate, successfully enter & complete a postsecondary education Target students will be better prepared to enter any career field.

YPQA Continuous Quality Improvement Plan:
 (1) Assess: Self and External -Assessments
 (2) Plan: Planning with Data
 (3) Improve: Methods Workshop

III. Project Description

A. Annual Schedule, Intensity and Duration of Services

As proposed in the grant application, the two centers were to operate 30 weeks for 12 hours per week during the school year, with an additional 20 hours per week for four weeks of summer program. Activities and curricula included graphic design, video and audio production, photography, live show production and promotion, arts, music, WE Day, Project Lead The Way (PLTW), Vex Robotics, Outdoor Adventure, Teen Battle Chef and Junior Achievement. Each school site report includes more specific information about program schedules, intensity and duration of services.

B. Partnerships

The Northwest Community Action Center (NCAC) has successful experiences in working with local school districts on multiple school-based and after-school programs. The partner school districts hosted the after-school programs in the school buildings providing student academic assistance, enrichment and parent activities. In the 2016-17 program year, the Program Coordinator will become a certified Youth Work Management trainer and be able to provide onsite staff training.

As proposed in the grant application, partners for this project included the Yakima Valley Community College Grandview Campus, Education School District 105, Yakima County STEM Network, School's Out Washington, Chinook Entertainment & Digital Vendetta Productions, and Junior Achievement. In addition, RGI Corporation will provide evaluation services.

IV. Data Collection Methodology

RGI Corporation used various data sources and methods that provided the basis for this report. Data collection sources ranged from teacher grades to student surveys. Classroom observations were also conducted by RGI Corporation evaluators using the Youth Program Quality Assessment tool. Data sources and observations included the following:

Web-based Data Collection Database – Each 21st CCLC school site used an online database, known as EZReports, to report student demographics, attendance, test and grade data, parent data, partner contributions and program descriptions and other necessary program information. Staff provided quarterly narrative reports used to summarize program activities and duration. EZReports collects all the required state and federal annual performance report data. This database also serves as a management tool for after-school teachers to review attendance and level of services being provided to all students. Center staff members are responsible for providing all student-level data to RGI evaluators.

OSPI State Test Data – The Office of the Superintendent of Public Instruction (OSPI) administers statewide standardized tests every spring for grades 3-8 and 10-12 in math and reading. Additionally, students are also tested in writing and science. These test results are validated, analyzed and released to the schools the following school year by OSPI.

Academic Achievement Scores – For those students who attended the program regularly, Site Supervisors collected Fall 2015 and Spring 2016 academic achievement data in reading and math. This information was used to determine academic growth. Data collected included school-day teacher grades and Smarter Balanced state assessments.

Student Surveys – At the end of the year, each site conducted the Youth Skills and Belief Survey to assess students who attended the program 30 days or more. This survey assesses student experiences in the program and about their own skills and beliefs.

Program Quality Assessment - The NCAC 21st CCLC Program has continued their work on a continuous program improvement project using the Youth Program Quality Assessment (YPQA) tool. The YPQA tool is an evidence-based assessment developed by the High/Scope Educational Research Foundation to evaluate the effectiveness and quality of youth programs. The NCAC 21st CCLC continuous improvement project has focused on enhancing staff professional development efforts as well as program quality.

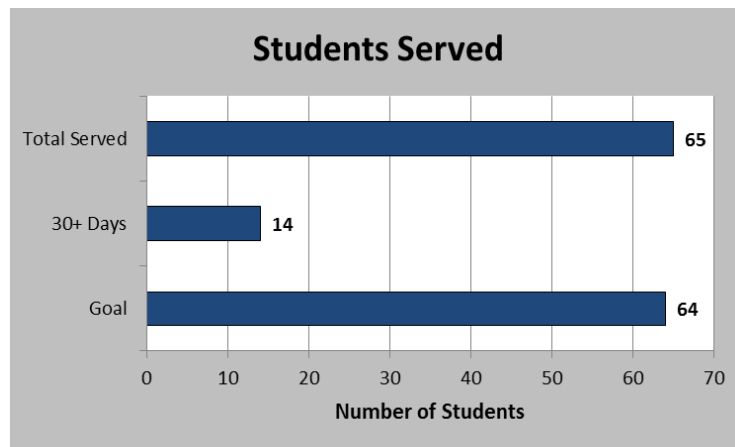
Each after-school site was trained on the use of the YPQA tool. Site Supervisors and NCAC Program Directors conducted self-assessments of the programs. Following the assessments, sites scored their observations using the rubrics in the YPQA tool and identified areas of program quality strength and where improvement was needed. RGI evaluators also conducted two external assessments at each site.

V. Summary Evaluation Results

The following sections summarize and present the evaluation data collected for this 21st CCLC Program. The sections include aggregate evaluation and outcome data for students served, program goals, outcomes and accomplishments and program quality assessment.

A. Students Served

Grant-wide in its first year, the programs served a total of 65 students, with 14 attending 30 or more days, as illustrated in the chart below. This did not meet the service goal of serving 64 students for 30 or more days. Services for parents were not offered this year at Eagle. The Compass site had an attendance challenge with parent events.



B. Program Goals, Outcomes and Accomplishments

Goal 1: Increase reading, math and science proficiency among our target youth.

- **Measurable Outcome 1.1:** 75% of regular attendees will move from "below proficient" to "proficient" in reading, math and science.

- **Accomplishments:** State assessment data is available directly from OSPI in late August. Accordingly, local assessment data was utilized to measure academic achievement in reading and math for the Eagle site. The Compass site used Smarter Balanced assessment scores to measure student achievement. Based on the results, **67.0%** of Compass's regular attendees increased their scores in mathematics. There is no state assessment data to measure academic achievement in reading and science at this time. Outcomes on local assessment data are reported below in Measurable Outcome 1.2.
- **Measurable Outcome 1.2:** 80% of regular attendees will improve in reading, math and science.
 - **Accomplishments:** Local and state assessment data was utilized to measure academic achievement. The Eagle High School program reported local assessment scores in reading and math for students attending the program 30 days or more. Based on this data, **40.0%** of regular attending students at Eagle increased their local reading scores and **25.0%** increased their local math scores. There is no local assessment data to measure academic achievement in science at this time.

Goal 2: Increase target student pro-social behavior and life skills development.

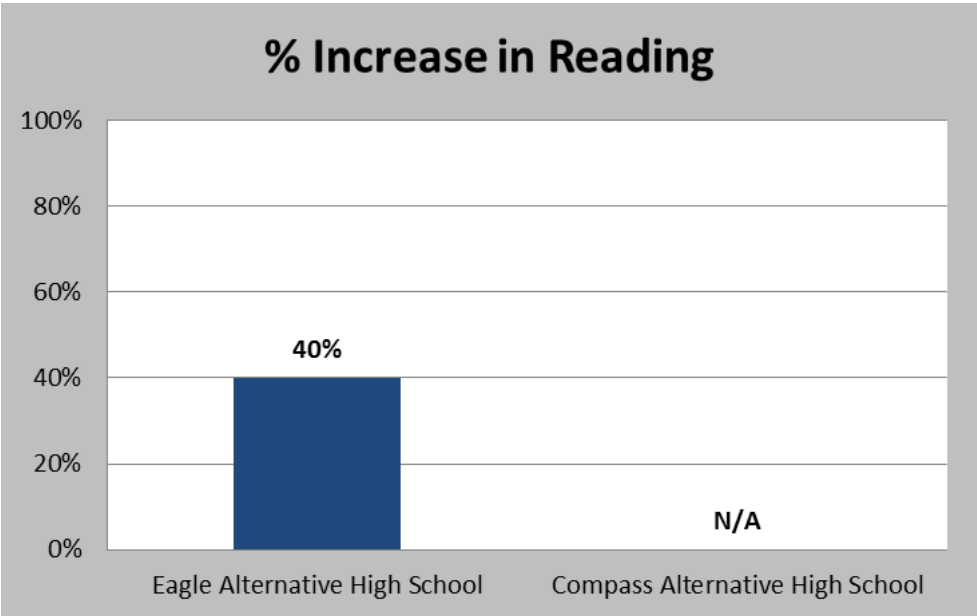
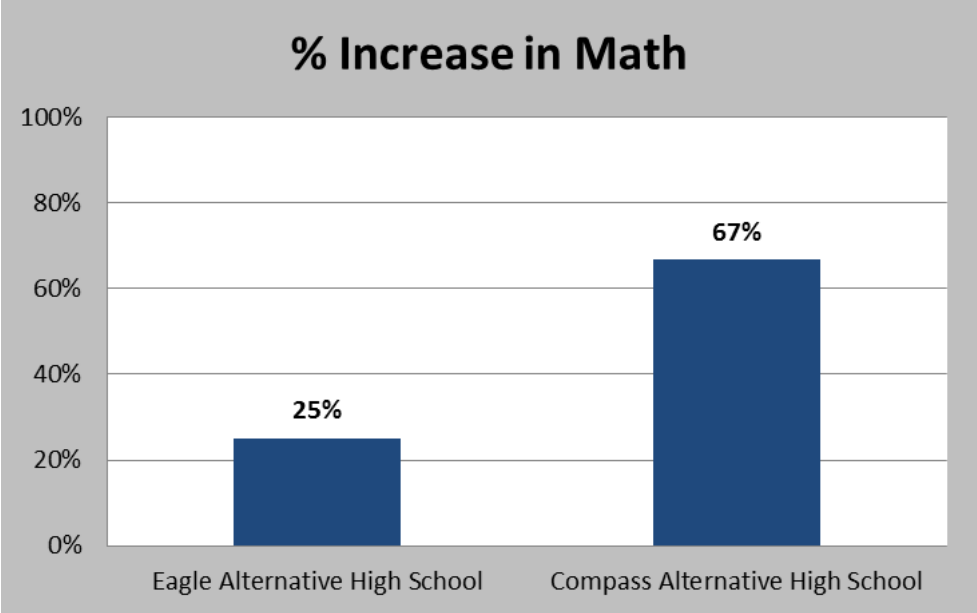
- **Measurable Outcome 2.1:** 75% of regular attendees will improve student behavior.
 - **Accomplishments:** This year, the cohort administered the Youth Skills and Belief Survey to measure student behavior and attitudes towards learning, self-awareness and future goals. Survey data was not available at the time of this report's development.
- **Measurable Outcome 2.2:** 75% of regular attendees will increase 21st Century soft skills.
 - **Accomplishments:** Each program administered the Youth Skills and Belief Survey to measure student behavior and attitudes towards learning, self-awareness and future goals. Survey data was not available at the time of this report's development.

Goal 3: Increase literacy/education levels of families of our target youth.

- **Measurable Outcome 3.1:** 50% of regular attendees' parents will attend four family classes/events per program year.
 - **Accomplishments:** In reviewing the data available for parent activities, RGI found that no adults were served during the program's first year. A workshop was held at Compass, but there was no one in attendance. The Eagle program spent the first part of the year building a partnership to host parent events. Due to parent schedules, these events will begin in the second year.
- **Measurable Outcome 3.2:** 75% of families that participate in literacy-based sessions will improve literacy levels.
 - **Accomplishments:** In reviewing the data available for parent activities, RGI found that no adults were served during the program's first year.

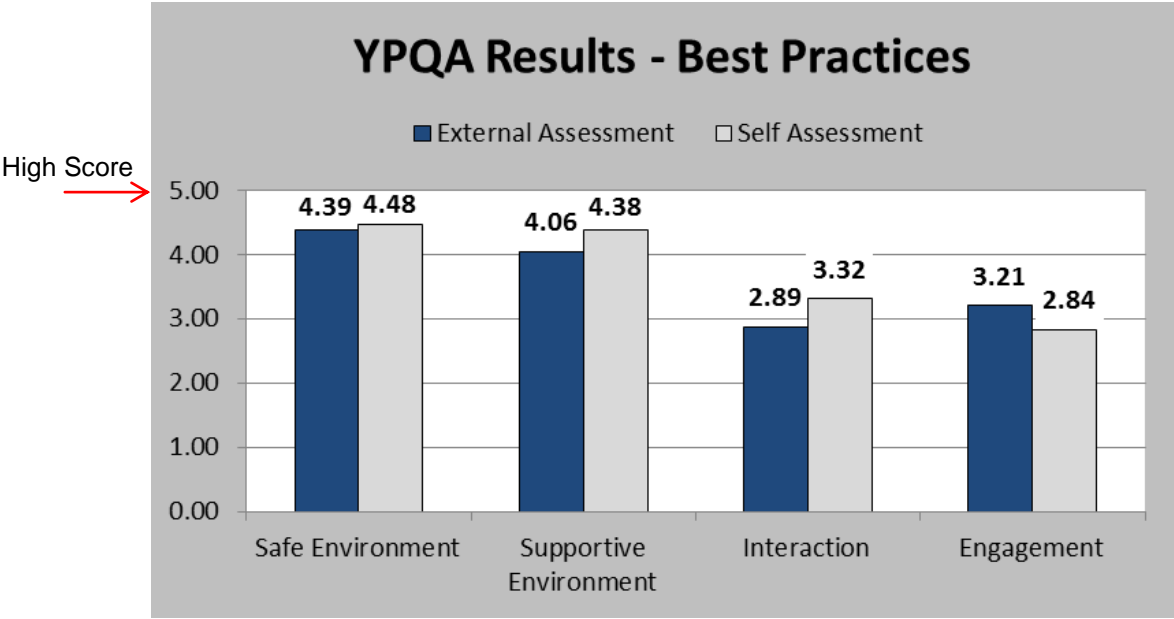
C. Student Achievement

Student achievement was measured by using various assessment data for math and reading. The sites assessed students before they began the after-school program and at the end of the school year. Assessment data is only reported for students attending the after-school program for 30 days or more. Data collected included school-day teacher grades and Smarter Balance state assessment data. In our analysis, we concluded that over 25.0% and up to 67.0% of participants increased their math test scores/grades from Fall to Spring. In reading, 40.0% of students increased their reading test scores from fall to spring at the Eagle program site. The following graphs illustrate the specific increases in the first program year.



D. Program Quality Assessment

RGI evaluators conducted external assessments and program staff conducted self-assessments at all sites. Programs were rated on a 3-point scale, scored 1, 3, 5 or NR (not rated), with a score of 1 corresponding to the lowest possible score and a 5 corresponding to the best and highest possible score indicating the best practice as described in each area. The chart below depicts the aggregated external assessment and self-assessment data for the two sites in each of the four domains of the YPQA:



VI. School Site Report

Following this executive summary are the specific site reports for Eagle Alternative High School and Compass Alternative High School. These site reports include program implementation findings, barriers to implementation, program impact findings, student behaviors/attitudes and other information.

1. Introduction

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at the Eagle Alternative High School. The following sections include evaluation data and discussion about program implementation findings, impact findings, evaluation results, program strengths and challenges and recommendations.

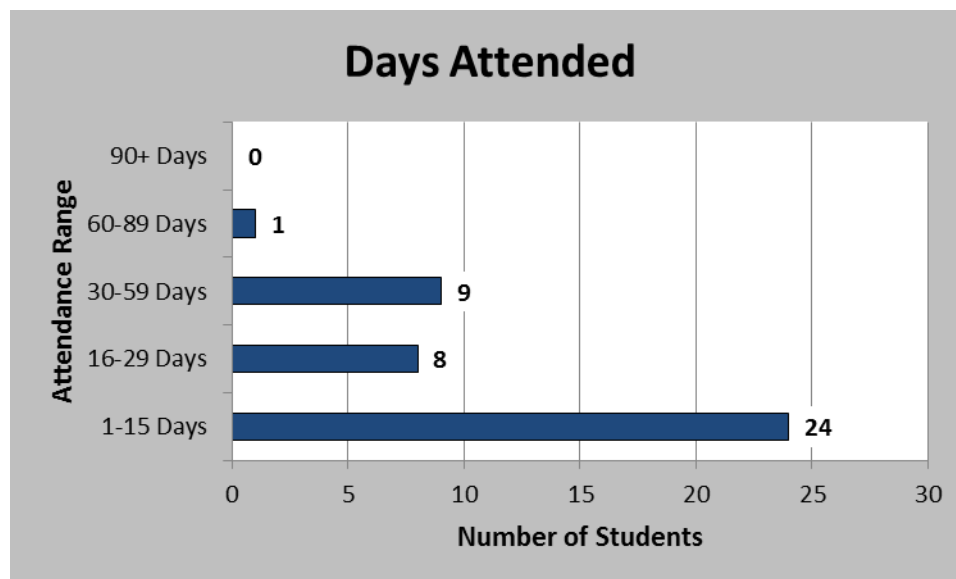
Eagle Alternative High School hosted a 21st Century Community Learning Center After-school Program in the 2015-2016 school year. In addition to providing services for students, the program offered an educational component for parents. The program's goal was to provide extended day academic assistance and enrichment activities for 33 regular attending students annually. The program also proposed to provide parent education courses/ literacy activities for 20 parents annually.

2. Program Implementation Findings

A. Recruitment of Target Population

The goal for this after-school site was to regularly serve 33 students. OSPI has defined that students "regularly served" must attend 30 days or more to be counted. This definition was based on research concluding that students gain more academically if they attend more than 30 days in after-school programs. The program recruited and served a total of 42 students who participated in the after-school program. Of these students, a total of 10 attended 30 days or more.

In further analyzing the attendance data, we found that 8 students attended in the range of 16 to 29 days. These students came close to attending 30 days or more. The following chart illustrates the days attended by students at this after-school site:



In comparing the proposed target population to the actual students served, RGI found that the project is serving the proposed target population. The students served at this site were 90.5% low-income and 100.0% minority.

B. Program Implementation (Fidelity)

The intent and program design of the 21st CCLC program as described in the original grant application was reviewed by RGI Corporation. RGI compared the original 21st CCLC design to assess if any significant variations to this year's program implementation were made. RGI reviewed the areas of operations, activities, transportation and adult programs. In our analyses, we found the following:

Operations: RGI found the after-school program at Eagle ran Monday through Thursday from 2:30 pm – 5:30 pm for 12 hours per week for 23 weeks. The proposed schedule in the grant was to have program open for 30 weeks, but outside factors, such as not starting program until October, hindered the program in meeting the 30-week mark for this first year. The grant also stated the program was to host 4 week summer programs for 20 hours per week, 8 a.m. to noon. As the program did not begin until the late fall, a summer program was not held, but will be during the summer of 2016.

Activities: RGI found that the program is providing a range of academic assistance and enrichment activities. The program portable is available at 2:30 p.m. for students to work on homework or a journal entry writing prompt for a half hour. The writing prompts are provided through the Odyssey Program and can earn students credit retrieval. STEM activities included Board Game Science and Design, Bridge Building, Mouse Trap Car and Design, Kite-making, and opportunities for research on a variety of topics including historical people and events. Other enrichment activities included piñata-making and basics of cooking (*pictured below-right*). The staff has used the experimental learning process as the outline for each activity. Within these activities, the youth have practiced skills in technology, reading and vocabulary. Students in the program also saw the Harlem Globetrotters, and visited the OMSI, WSU Tri-cities and Meadowbrook.



Transportation: Bus transportation was proposed in the grant application and RGI found that the district bus transportation is provided for after-school students. While most students are picked up, drive or walk home, a small number of students are utilizing the bus.

Parent Programs: RGI found that the program did not host programs for parents in this first year. However, the program did advertise ELL classes offered at the Safe Haven Community

Center. Supervisor Sandoval hired Aida Flores, a CONEVyT instructor in the Toppenish school district, who will run the CONEVyT program for the program's parents.

In our final analysis and on-site reviews, we found that the program was generally being implemented as originally proposed, with the exception of adult educational activities.

C. Barriers to Implementation

The site experienced some barriers to implementation in this first year. The site's partnership with CONEVyT began at the start of the busy work season. Due to parents' work schedules, it was decided to wait to host parent training events until the following fall.

D. Program Quality Assessment

The NCAC 21st CCLC Program has continued their work on a continuous program improvement project using the Youth Program Quality Assessment (YPQA) tool. The YPQA tool is an evidence-based assessment developed by the High/Scope Educational Research Foundation to evaluate the effectiveness and quality of youth programs. The NCAC 21st CCLC continuous improvement project has focused on enhancing staff professional development efforts as well as program quality.

Each after-school site was trained on use the of the YPQA tool. Site Supervisors and NCAC Program Directors conducted self-assessments of the programs. In addition, this site was received two external assessments from RGI evaluators. OSPI requires self and external assessments are completed every year. The next section, *Program Impact Findings*, has a chart that illustrates the outcomes of the external-assessment observations in each of the four domains of the YPQA.

3. Program Impact Findings

A. Local Student Achievement Data

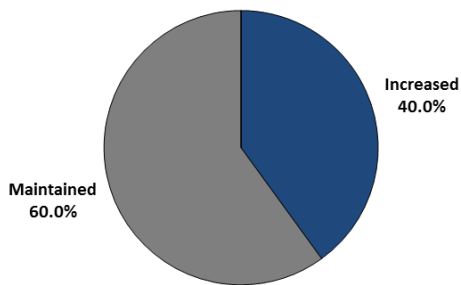
RGI Corporation reviewed various academic measures to assess the program's impact on student academic achievement. In working with schools to identify appropriate measures to assess student academic gains, the program selected to use **teacher grades**.

RGI analyzed school-day teacher grades for reading and math. RGI collected grades from the fall, before the students began participating in the after-school program, and student grades from the end of the school year, after the students finished the after-school program. RGI only analyzed data results for students who attended the program 30 days or more. This included reviewing data for 10 students in reading and 8 students in math. The grades were based on a four-point system.

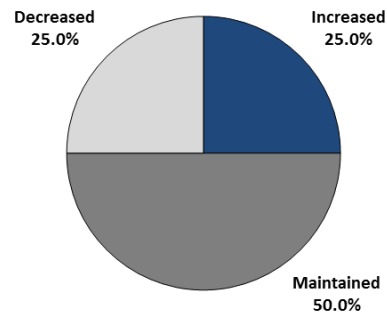
In the analysis based on the Fall 2015 and Spring 2016 data, RGI found that 100.0% of students increased or maintained their English/reading grades and in mathematics, 75.0% of students increased or maintained their grades. The following charts illustrate these reading and math academic findings:

**Eagle Alternative High School
Toppenish School District**

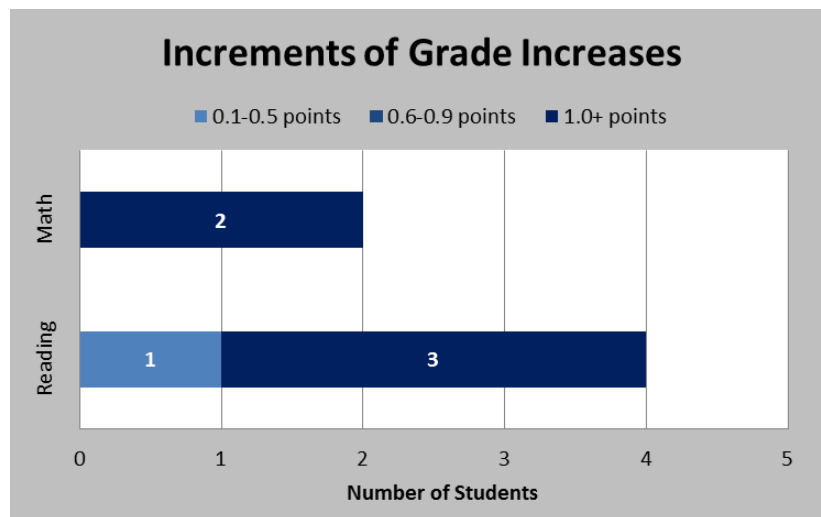
English/Reading Grades



Math Grades



RGI further analyzed the data for the students that increased their grades in each subject area. We found that within each subject, many students improved their scores, but the total increase in score varied from student to student. In an effort to summarize the findings, the chart below shows increments of increases in grades by point ranges. The point ranges for both subjects are 0.1 to 0.5 points, 0.6 to 0.9 points and 1.0 or more points. Based on the data below, the majority of students increased their grades in the 1.0 or more point range in reading and math.



It is important to mention that OSPI collects all the state assessment test results in reading for all 21st CCLC students. Those results are provided directly to the schools for their review.

B. Student Behaviors and Attitudes

A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically “75% of regular attendees will improve student behavior as measured by teacher surveys”. Eagle administered the Youth Skills and Beliefs Survey that was developed by the Washington State 21st CCLC Evaluators, American Institutes for Research. This survey measures student behaviors and attitudes toward learning, future goals and general self-awareness. Results from the survey were not available at the time of this report.

RGI evaluators recognize that there are certain limitations of data when attempting to convey a program’s success or failure. Therefore, in addition to the presentation of quantitative data, we

will utilize anecdotal evidence to demonstrate the program's success with an excerpt from one of the Site Supervisor's reports:

A huge success was a connection that was made between our school curriculum and our after-school enrichment activity of process. In program, on a weekly basis, using Google slides, students visually document a process of some sort: how hot dogs are made, how to potty train a puppy, etc. The connection came when seniors discovered that their senior portfolios required a PowerPoint presentation. Seniors who had attended program were quickly set at ease when they realized that they had been practicing making presentations the whole time when they attended program.

-Jesus Sandoval, Site Supervisor, March Report 2016

C. Adults Served

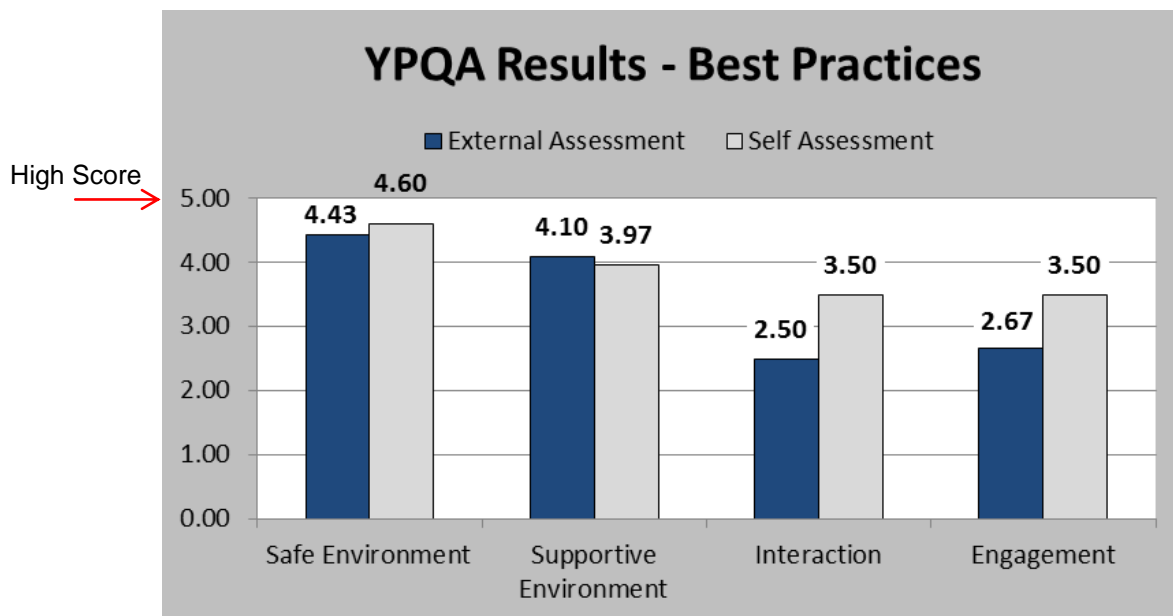
Structured parent events were not offered during the 2015-2016 program year.

D. Community Collaborations

The 21st CCLC Program collaborated with various community organizations. These included the Toppenish School District, building administration and the Northwest Community Action Center. These organizations provided a range of services from paid staffing to volunteer staffing, providing goods/materials, facility usage, and school assistance for students. Youth can make up classroom time during afterschool program, are able to work on credit retrieval, and if students have 85% attendance, they are eligible for a grade change. The total value of services contribution was estimated to be \$56,200.

E. Program Quality Assessment

RGI evaluators conducted two external assessments using the Youth Program Quality Assessment tool and self-assessments were conducted by program staff. Programs were rated on a 3-point scale, scored 1, 3, 5 or NR (not rated), with a score of 1 corresponding to the lowest possible score and a 5 corresponding to the best and highest possible score indicating the best practice as described in each area. Below is a chart that illustrates the outcomes of the external assessment and self-assessment observations in each of the four domains of the YPQA:



4. Evaluation Results Discussion

As presented in the executive summary section of this report, the project has several goals, objectives and related measurable outcomes for the various components of the program.

A. Academic Achievement

One of the academic **goals** is to "increase reading, math and science proficiency among target youth". The program's progress in each subject area is measured by two outcomes:

For **reading**, the first measurable outcome stated *"75% of regular attendees will move from 'below proficient' to 'proficient'"*. State assessment data is available directly from OSPI in late August. The second measurable outcome was that *"80% of regular attendees will improve in reading"*. Local assessment data in the form of teacher grades was utilized to measure this academic achievement. In analyzing the data, we found that in reading, 40.0% of student grades improved. The outcome of 80% of youth improving in reading was not met.

For **mathematics**, the first measurable outcome stated *"75% of regular attendees will move from 'below proficient' to 'proficient'"*. State assessment data is available directly from OSPI in late August. The second measurable outcome was that *"80% of regular attendees will improve in math"*. Local assessment data in the form of teacher grades was utilized to measure this academic achievement. In analyzing the data, we found that in mathematics, 25.0% of student grades improved. The outcome of 80% of youth improving in math was not met.

For **science**, the first measurable outcome stated *"75% of regular attendees will move from 'below proficient' will move to 'proficient'"*. State assessment data is available directly from OSPI in late August. The second measurable outcome was that *"80% of regular attendees will improve in science"*. There is no local science assessment data to measure academic achievement. Therefore, outcomes for academic achievement in science cannot be determined at the time of this report.

B. Progress in Meeting Student and Program Performance Indicators

The 21st CCLC program at Eagle Alternative High School set a goal to regularly serve 33 students for 30 days or more. During this program year, a total of 42 students were served overall, with 10 students attending for 30 days or more. The goal of regularly serving 33 students for 30 days or more was not met. In further analyzing the students who attended less than 30 days, RGI found that 24 students attended the program 1-15 days and 8 students attended the program 16-29 days.

The 21st CCLC program set a goal to serve 20 parents with parent education courses and literacy activities throughout the year. During this program year, the program did not serve any parents. The goal of serving 20 parents was not met.

5. Program Strengths and Challenges

A. Strengths

The program has multiple strengths that were identified through RGI's review of the program, data sources and conversations with staff. One of the strengths is that the program has the benefit of being administered by NCAC. This organization has many years of experience in

providing 21st CCLC services. The site has eleven staff members that work on a rotation and these staff members meet on a consistent basis. Site Supervisor Sandoval said there is a sense of positivity about the program among the staff and school administration and that they also have a vision for the program. The program has a clear structure and many teachers on staff that the youth are familiar with. Giving the students a voice in program decisions, such as what recipes they would like to try in the cooking activity is another important strength.

B. Challenges

The program experienced a few challenges in its first year. The EZ Reports system presented a challenge, but other staff helped Site Supervisor Sandoval learn how to use the database. The professional development training schedule was also a challenge as Supervisor Sandoval had to travel out of town for many of the sessions. The process to hire an individual to lead parent classes was lengthy and once a hire was made, the agricultural work season had begun. Since the majority of parents work in the agriculture industry, this limited the availability parents had to attend classes and events. This led to the decision to postpone parent activities until the next program year.

6. Recommendations

Academic Achievement – The program gives students multiple opportunities for academic achievement, with time during program dedicated to homework, journal entry activities that assist with credit retrieval, and skills practice. The staff consists of multiple school-day teachers who are able to connect the teachings of the school-day to the after-school activities. There has been a major focus on reading, writing and vocabulary during this first year of program in activities and entry tasks. RGI recommends the program continue these practices, but also incorporate mathematics into the entry tasks to give students more practice to improve comprehension and skills. Staff are encouraged to review *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success at expandinglearning.org*. This collection of articles covers the various elements of afterschool programs; one article titled "Providing Innovative Opportunities and Options for Credit Recovery Through Afterschool and Summer Learning Programs" may be useful to the program.

Attendance/Retention – The current program students can assist with recruitment in multiple ways. Ask them why they like program and what staff could do to engage other students. Outreach can also be done through social media platforms like Facebook and Instagram to share news and photos with others or through posters around the high school. A reward system could help retain students. Some programs will hold movie days for students who attended a certain number of days during the month; others will take regular attendees on trips or give out gift cards donated by local businesses. But students will continue to attend program if they enjoy the activities and have good relationships with the staff and other students. Talking with the program youth as a whole or individually and letting them brainstorm ideas or topics they want to explore during the year would help staff create a program around the youth's interests.

Parent Programs – The program did not meet its parent service goal for this year. A CONEVyT instructor will work with the program next year to host parent classes. The program staff could involve the students in the parent event planning process and let students host the parents for an evening with activities they plan and organize. Resources include literature on the Harvard Family Research Project website (www.hfrp.org) and the You For Youth website (y4y.ed.gov).

Youth Program Quality Assessment – Based on the site's YPQA scores, staff should be mindful of continuing to provide emotional safety for all youth and that youth do the same for the staff and their peers. Staff can have discussions with youth to determine what language and behavior will help continue to make the program a safe, respectful, inclusive space for everyone at all times and how staff and youth can work together to uphold that standard. Staff should also consider ways to give students an opportunity to lead and mentor each other. Have students who finish an activity early help the student next to them so they can mentor. Have each student lead an activity one day a week or have multiple students lead one of the day's activities. The key is for leadership and mentoring to be available for every participating student. Even if the youth do not choose to lead or mentor, the opportunity should still be present. Staff should also begin thinking of ways to incorporate group activities so youth have an opportunity to practice working with others towards a shared goal. Staff can also enhance program quality by greeting the whole group at the beginning of an activity and encouraging youth to share with the whole group their work and thought process through open-ended questions and presentations.

For training on how to incorporate these practices into their program, staff members are encouraged to attend Youth Works Methods workshops throughout the next program year. Workshop topics include structure and clear limits, active learning, planning and reflection and building community. There is also a workshop about beginning and sustaining Teen Advisory Councils in programs. It is recommended staff review the 2015-16 YPQA scores to continuously evaluate if the program has made progress in certain domains. The PQA basics training would be beneficial for staff members to more fully understand the tool's expectations and the evaluation process. This way, the site can have more people contributing to its self-assessment.

Overall Programming – It is recommended site staff participate in the Weikart Center's YPQI Roadmap Webinar Series. The series can be found on cypq.org and webinars will be archived on the site for future viewing. Topics include increasing voice and leadership of students, creating strong improvement plans, aligning data with goals and the best practices for self-assessment. As this is a new program, it is recommended staff visit 'Improving the Outcomes of Students in Oregon's 21st CCLC Programs', found at triwou.org. It is a resource site specifically for Oregon 21st Century programs, but the resources can apply to programs in any state. The resources are organized by topic and include links to articles from organizations like the Harvard Family Research Project and the School Superintendents Association, notes from teleconferences, and PowerPoint slides. The website also has a page called 'Featured Programs', where programs from across the state share activities, partnerships, and family events.

Recommendations for Using Evaluation Results for Program Improvement, Sustainability, Informing Partners & Staff

The program will continue to be provided with preliminary evaluation results in early September to help facilitate program planning for the upcoming year. Providing the evaluation results early will help to shape program services for the 2016-17 year. It is recommended that staff review the recommendations throughout the 2016-17 program year with program directors and develop goals with incremental check-in dates to ensure ongoing progress in meeting the goals.

RGI also recommends sharing the evaluation results with stakeholders of the 21st CCLC program, such as the building principal, the district superintendent and partners that currently contribute to the program offerings. By sharing the results, it will serve to inform stakeholders of the progress of the grant and also help to start conversations of ways to sustain the program after the grant ends.

1. Introduction

This Evaluation Report includes a comprehensive assessment for the 21st Century Community Learning Center (21st CCLC) at Compass Alternative High School. The following sections include evaluation data and discussion about program implementation findings, impact findings, evaluation results, program strengths and challenges and recommendations.

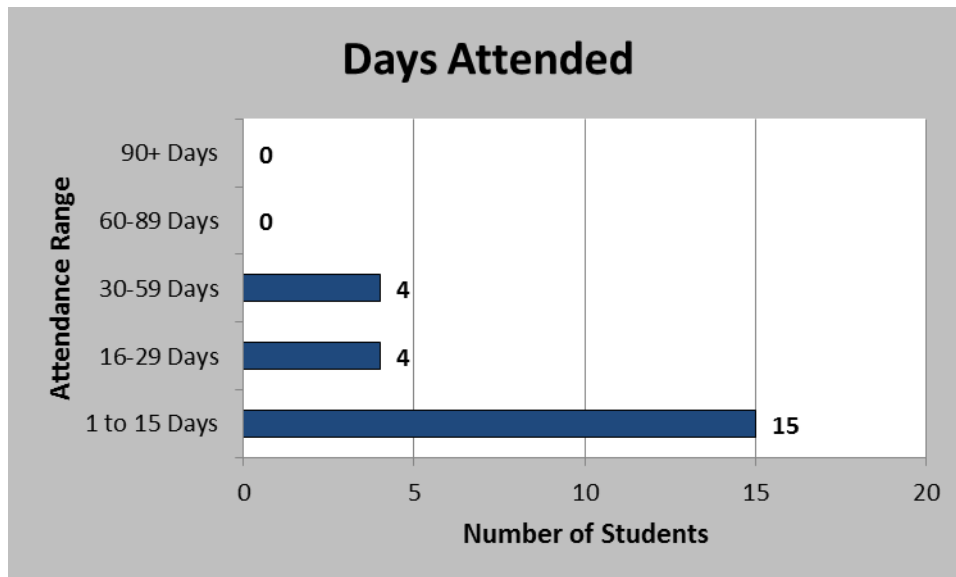
Compass Alternative High School hosted a 21st Century Community Learning Center After-school Program in the 2015-2016 school year. In addition to providing services for students, the program offered an educational component for parents. The program's goal was to provide extended day academic assistance and enrichment activities for 31 regular attending students annually. The program also proposed to provide parent education courses/ literacy activities for 20 parents annually.

2. Program Implementation Findings

A. Recruitment of Target Population

The goal for this after-school site was to regularly serve 31 students. OSPI has defined that students "regularly served" must attend 30 days or more to be counted. This definition was based on research concluding that students gain more academically if they attend more than 30 days in after-school programs. The program recruited a total of 23 students who participated in the after-school program. Of these students, a total of four attended 30 days or more.

In further analyzing the attendance data, we found that four students attended a range of 16 to 29 days. These students came close to attending 30 days or more. The majority of students attended program in the 1-15 days range. The following chart illustrates the days attended by students at this after-school site:



In comparing the proposed target population to the actual students served, RGI found that the project is serving the proposed target population. The students served at this site were 100% low-income, 8.7% limited English proficient and 91.3% minority.

B. Program Implementation (Fidelity)

The intent and program design of the 21st CCLC program as described in the original grant application was reviewed by RGI Corporation. RGI compared the original 21st CCLC design to assess if any significant variations to this year's program implementation were made. RGI reviewed the areas of operations, activities, transportation and adult programs. In our analyses, we found the following:

Operations: According to the grant proposal, the after-school program was to operate Monday through Thursday from 2:15 pm – 5:15 pm for 12 hours per week for 30 weeks. RGI found the program was held for the proposed length of time Monday through Thursday, but for only 23 weeks of the school year. Outside factors contributed to this; the 2015-16 year is the program's first grant year, so a summer program was not hosted and Site Supervisor Kyle Gilliss was hired in October, so program did not began until December.

Activities: RGI found that the program is providing a range of academic assistance and enrichment activities. STEM activities included a STEM robotics course, where students worked with VEX kits and assembled a robotic arm. Computer programming was also offered through code.org. Other enrichment activities included woodshop, where students made various projects like Cajon Box Drums (*pictured below*) and projects of youth's choosing, woodcarving, orienteering, map-making, baking, hiking, and T-shirt printing. The students also practiced cooking skills and in January, hosted a restaurant takeover at a local restaurant, creating a new menu, serving, cooking and cleaning. The group also made tee shirts for all the NCAC 21st Century program students who walked in the Zillah Community Days Parade. One of the program's major activities this year was the program mural. Students brainstormed for a concept and worked on the mural as a group. Trip destinations included LIGO at Hanford, Palouse Falls, and Seattle to visit Pike Place and the EMP museum.



Transportation: RGI found that the program does not use bus transportation. Students walk or drive home after program. This does not match the grant's proposed bus use; however it fits the needs of the program's youth.

Parent Programs: One internet training workshop was offered to parents this year. However, zero parents attended the event.

In our final analysis and on-site reviews, we found that the program was generally being implemented according to proposed grant offerings, with the exception of parent programs. This included serving the target population and offering the proposed activities.

C. Barriers to Implementation

This program did not experience barriers to implementation in this first year.

D. Program Quality Assessment

The NCAC 21st CCLC Program has continued their work on a continuous program improvement project using the Youth Program Quality Assessment (YPQA) tool. The YPQA tool is an evidence-based assessment developed by the High/Scope Educational Research Foundation to evaluate the effectiveness and quality of youth programs. The NCAC 21st CCLC continuous improvement project has focused on enhancing staff professional development efforts as well as program quality.

Each after-school site was trained on the use of the YPQA tool. Site Supervisors and NCAC Program Directors conducted self-assessments of the programs. In addition, this site was required to receive two external assessments from RGI evaluators. The next section, *Program Impact Findings*, has a chart that illustrates the outcomes of the external-assessment observations in each of the four domains of the YPQA.

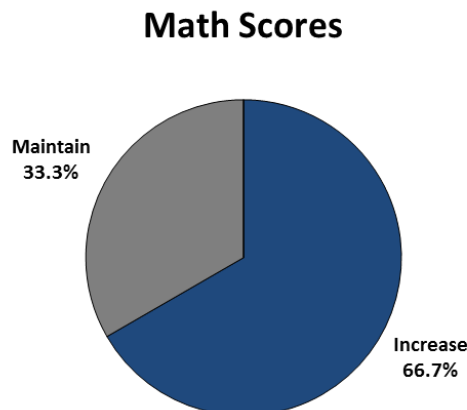
3. Program Impact Findings

A. Local Student Achievement Data

RGI Corporation reviewed various academic measures to assess the program's impact on student academic achievement. In working with schools to identify appropriate measures to assess student academic gains, the program selected to use their **Smarter Balanced Assessment scores** for math.

RGI analyzed the state test scores for math. RGI collected student scores from the fall, before the student began participating in the after-school program, and student scores from the end of the school year, after the student finished the after-school program. RGI only analyzed test data results for students attending the program 30 days or more. This included reviewing data for 3 students in math.

In the analysis, RGI found that in mathematics, 100% of regular attending students analyzed increased or maintained their math scores based on the pre and post test results. The following charts illustrate these reading and math academic findings:



Compass Alternative High School Grandview School District

It is important to mention that OSPI collects all the state assessment test results in math and reading for all 21st CCLC students. Those results are provided directly to the schools for their review.

B. Student Behaviors and Attitudes

A goal of this 21st CCLC Program is to improve student behavior and life skills development, specifically *“75% of regular attendees will improve student behavior as measured by teacher surveys”*. Compass administered the Youth Skills and Beliefs Survey that was developed by the Washington State 21st CCLC Evaluators, American Institutes for Research. This survey measures student behaviors and attitudes toward learning, future goals and general self-awareness. Results from the survey were not available at the time of this report.

RGI evaluators recognize that there are certain limitations of data when attempting to convey a program’s success or failure. Therefore, in addition to the presentation of quantitative data, we will utilize anecdotal evidence to demonstrate the program’s success with an excerpt from one of the Site Supervisor’s reports:



Our students completed their wall mural, which came together really nicely. It was a long process and I wasn’t sure if they’d finish on time, but it did and they were all really proud of themselves.
-Kyle Gilliss, Site Supervisor, June Report 2016

C. Adults Served

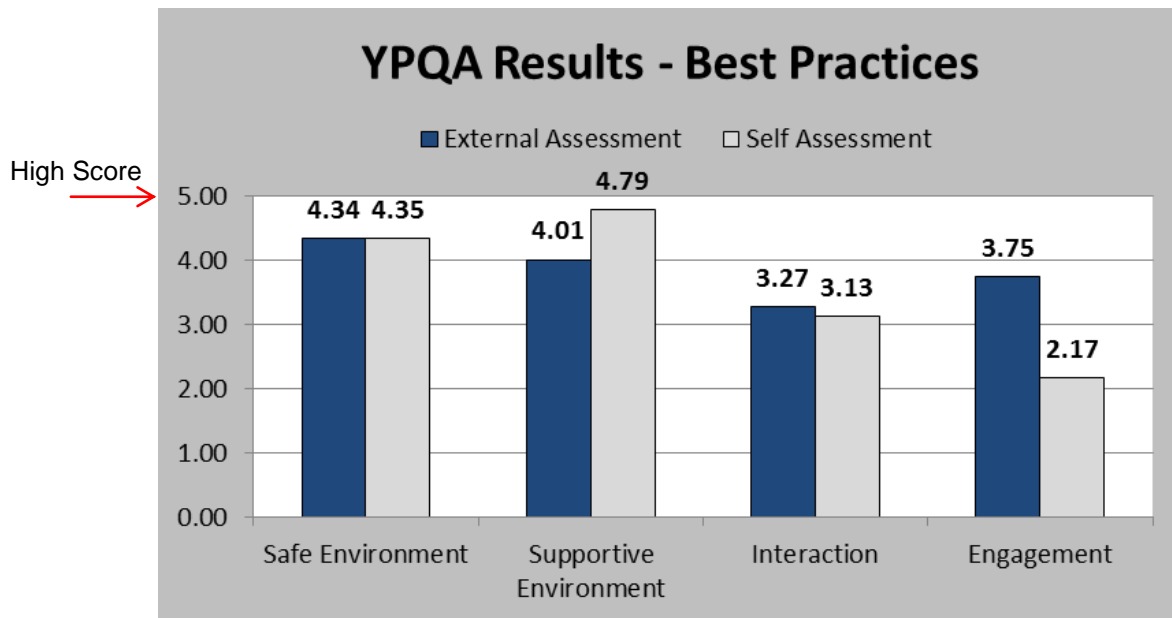
One parent training was offered this year. However, no one participated therefore, no adults were served.

D. Community Collaborations

The 21st CCLC Program collaborated with multiple entities this year; Northwest Community Action Center, Compass Alternative High School, Grandview High School, Jeremy’s 1986 Public House and LIGO. These organizations provided a range of services from facility and equipment usage to providing goods/materials and labor. The total value of services contribution was estimated to be at \$56,200.

E. Program Quality Assessment

RGI evaluators conducted two external assessments using the Youth Program Quality Assessment tool; and self-assessments were conducted by program staff. Programs were rated on a 3-point scale, scored 1, 3, 5 or NR (not rated), with a score of 1 corresponding to the lowest possible score and a 5 corresponding to the best and highest possible score indicating the best practice as described in each area. Below is a chart that illustrates the outcomes of the external assessment and self-assessment observations in each of the four domains of the YPQA:



4. Evaluation Results Discussion

As presented in the executive summary section of this report, the project has several goals, objectives and related measurable outcomes for the various components of the program.

A. Academic Achievement

One of the academic **goals** is to "increase reading, math and science proficiency among target youth". The program's progress in each subject area is measured by two outcomes: In **reading**, the first measurable outcome stated "75% of regular attendees will move from 'below proficient' to 'proficient'". The second measurable outcome was that "80% of regular attendees will improve in reading". State assessment data is available directly from OSPI in late August. Local reading assessment data was not collected. Therefore, outcomes for academic achievement in reading cannot be determined at the time of this report.

In **mathematics**, the first measurable outcome stated "75% of regular attendees will move from 'below proficient' to 'proficient'". The second measurable outcome was that "80% of regular attendees will improve in math". State assessment data was utilized to measure this academic achievement. In analyzing the data, we found that in mathematics, 66.7% of student scores improved. The goal of 80% of regular attendees improving in math was not met in this first program year.

In **science**, the first measurable outcome stated *"75% of regular attendees will move from 'below proficient' to 'proficient'"*. State assessment data is available directly from OSPI in late August. The second measurable outcome was that *"80% of regular attendees will improve in science"*. There is no local science assessment data to measure academic achievement. Therefore, outcomes for academic achievement in science cannot be determined at the time of this report.

B. Progress in Meeting Student and Program Performance Indicators

The 21st CCLC program at Compass Alternative High School set a goal to regularly serve 31 students for 30 days or more. During this program year, a total of 23 students were served overall, with 4 students attending for 30 days or more. The goal of regularly serving 31 students for 30 days or more was not met. In further analyzing the students who attended less than 30 days, RGI found that 15 students attended the program 1-15 days and 4 students attended the program 16-29 days.

The 21st CCLC program also set a goal to serve 20 parents with parent education courses and literacy activities throughout the year. During this program year, the program did not have any parent attendance at the offered workshop, so the goal of serving 20 parents was not met.

5. Program Strengths and Challenges

A. Strengths

This first year program had multiple strengths that were identified through RGI's review of the program, data sources and conversations with staff. One of the strengths was the program is administered by NCAC, which has many years of experience in providing 21st CCLC services. Only in its first year, the program benefited from experienced grant administrators assisting with coordinating meetings and trainings, networking opportunities with other, more experienced Site Supervisors. Supervisor Kyle Gilliss said it was good first year and good relationships were built. He also said some of the students opened up. He centered activities on the idea of "skills that pay bills" and had students try a multitude of skills, like wood carving, cooking, serving, and coding. The variety of program offerings is a major strength, along with Supervisor Gilliss's willingness to adapt the program when students were no longer interested in certain activities.

B. Challenges

This program faced some challenges in its first year. Participant retention was difficult, particularly as the weather improved and sometimes none of the youth would attend program. It was also challenging to host STEM activities when students lost interest. Engaging parents to attend training workshops was difficult and the lack of attendance presented a challenge to serving the program's parent goal.

The biggest challenge for this site will come in the upcoming months. The Compass Alternative High School will no longer be accepting incoming freshmen and will run until its current students have graduated, eventually closing its doors. The 21st Century program will be moved to the Grandview High School and will have to adapt to a new location while developing a new program structure. Site Supervisor Gilliss expressed positivity towards the move, explaining the program will have its own space, creating a more private zone for students.

6. Recommendations

Academic Achievement – RGI recommends that the program explore ways to assist students as they work to increase their skills and knowledge in the core subjects. One recommendation is to have staff members available during a structured time for tutoring. This will allow staff to assist students and to see where their strengths and struggles with the material lay. Staff are encouraged to review *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success* at expandinglearning.org. The collection of articles discusses a variety of afterschool programs elements. One article titled "Supporting Mathematics Learning Outside the Regular School Day in Afterschool and Summers" may be useful to the program.

Attendance/Retention – RGI recommends the site focus on student recruitment and attendance retention in the upcoming program year. Site Supervisor Gilliss, as previously mentioned, listens to the youth and adapts the program based on their interest. This practice is encouraged for the upcoming program year. Giving youth a voice will allow them to shape the program into something they want to partake in every day. To recruit new students, it is recommended for the program to have youth take part in marketing. Also, staff can attend freshman orientation and assemblies to present about the program. If the school has daily announcements, the program can submit a small, informative paragraph about activities or upcoming events and invite the rest of the student body to join, much like they did last year with the district website. The site can also utilize social media outlets giving students the leadership opportunity to create a Facebook, Instagram or Twitter account for the program. A team of students can plan what items they want to share about the program; projects, field trips, reminders about events, etc. Students could use editing software to create or adapt images to post. The site can also use social networks to connect with other 21st Century programs and parents will have a chance to see firsthand what is happening in program.

Parent Programs – The program hosted one parent workshop this year, but did not have any parents attend. For the next program year, it is recommended to informally get to know parents. The program could host an open house to parents, with refreshments and snacks prepared by the program youth. For parents' convenience, the open house could be held during parent-teacher conferences. The program could reach out to partner with the Migrant Parent Advisory Committee for workshops, as they will be holding a symposium at the end of October and will be a great entity to collaborate with and make connections. The program could send also surveys home to parents about the types of classes in which they would be interested. From the results, staff could tailor classes to parent interest. For more informal events, the program students could plan the evening and host their parents. The students could lead parents through an activity they enjoyed in program. The program could host a showcase night of the different projects in which each student has been involved. Resources include literature on the Harvard Family Research Project website (www.hfrp.org) and You For Youth (y4y.ed.gov), with links to Implementation Planner sheets with tips.

Youth Program Quality Assessment – The program is encouraged to periodically review their YPQA scores throughout the new year to evaluate how the program is improving. The 2015-2016 scores indicate the program should be mindful of increasing the mentoring and leadership opportunities in every activity. Mentoring is a youth with experience helping another youth with an activity, for example how to use a drill. Leadership in activities can be done by having youth lead a group activity or having multiple youth lead their smaller groups. Youth could design their own activities for the group to try; planning forms are available in the Ask, Listen, Encourage Methods workbook. The key is for leadership and mentoring to be available for every

participating student. Even if the youth do not choose to lead or mentor, the opportunity should still be present. The program staff are also recommended to incorporate a reflection element into each activity. Reflection does not have to be a structured piece. The staff member can ask the group to share either verbally to a partner or the whole group questions like what the most challenging part of the activity was, what they plan to do differently next time or if it is an ongoing project, what progress was made that day. Youth could also journal or sketch their answers to these questions.

Simple items completed by the staff can also enhance program quality; greeting the whole group at the beginning of an activity, using a quick ice breaker to open the day and encouraging youth to share their work and thought process through planning and open-ended questions. The staff can also explain to youth the day's expectations and learning objectives and how the activity will help them learn.

Staff members are encouraged to participate in Youth Works Methods Workshops. These trainings are aligned with the Youth Program Quality Assessment and allow staff members a chance to brainstorm how they could incorporate the practices into their programs.

Overall Programming – Since the program will be in a new building, it is recommended the identity of the program is reviewed and adapted. To do this, RGI recommends site staff hold an open discussion during the first few weeks of program. This can be done informally, during snack or while students work on their activity, if it is not too labor intensive. It can also be used as an ice breaker activity, perhaps having youth stand in a circle and toss the ball and each share an idea for an activity or something they would like to see in the program when they have the ball. If staff members want to have a more formal discussion, it can be designed like other program offerings. Have youth research proper meeting etiquette, how to use presentation tools, like PowerPoint and have groups present their vision of 21st Century and the upcoming year. Whether it is a formal meeting or informal conversation, this will allow staff and youth to work together to shape the program to reflect their needs.

It is recommended site staff participate in the Weikart Center's YPQI Roadmap Webinar Series. The webinars will be archived as they are presented and can be found on cypq.org. Webinar topics range from increasing youth voice and leadership to aligning data with goals. Staff members are encouraged to continue improving their skills by attending training sessions, conferences and other webinars. It is recommended the staff review the compendium, *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*, that was recommended at the beginning of this section. In addition to academic success, there are links to articles on Family Engagement, College and Career Readiness, and partnerships.

Recommendations for Using Evaluation Results for Program Improvement, Sustainability, Informing Partners & Staff

The program will continue to be provided with preliminary evaluation results in early September to help facilitate program planning for the upcoming year. Providing the evaluation results early will help to shape program services for the 2016-17 year. It is recommended that staff review the recommendations throughout the 2016-17 program year with program directors and develop goals with incremental check-in dates to ensure ongoing progress in meeting the goals.

RGI also recommends sharing the evaluation results with stakeholders of the 21st CCLC program, such as the building principal, the district superintendent and partners that currently

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contribute to the program offerings. By sharing the results, it will serve to inform stakeholders of the progress of the grant and also help to start conversations of ways to sustain the program after the grant ends.